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ABSTRACT

This report covers the two-year period following the 1982 Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP), and summarizes proceedings of the 1984 Assembly held in Lome, Togo (August 3-9). The report deals with: (1) action taken to implement resolutions of the 1982 Assembly of Delegates; (2) representations to, and relations with, major international organizations; (3) development of policy; (4) defence of teachers' individual and collective rights; (5) communications and publications; and (6) regional programs and development assistance. The 1984 Assembly resolution on the theme topic, The Role of Technical and Vocational Education in Human, Social and Economic Development, is presented. Policy statements are presented on: (1) trade union rights; (2) education, training and access to employment for young people; (3) apartheid; (4) education of the disabled; and (5) school libraries. Non-theme resolutions and draft non-theme resolutions are included. A descriptive list is provided of over 80 WCOTP objectives and activities projected for 1985-86. A list of organizational members concludes the document. (JD)

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1984

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Report of Activities 1983 - 1984

This report covers the two-year period following the 1982 Assembly (August, Montreux). It consists of six parts:

A. Action taken to implement resolutions of the Assembly of Delegates;
B. Representations to, and relations with, major international organisations;
C. Development of policy;
D. Defence of teachers' individual and collective rights;
E. Communications and Publications;
F. Regional programmes and development assistance;

A. ACTION TAKEN TO IMPLEMENT RESOLUTIONS

Theme Resolution on Teacher Education

Six recommendations for action by WCOTP formed part of the resolution on the 1982 theme.

The first called on WCOTP to approach Unesco and the ILO to seek a revision and updating of the joint Recommendation concerning the Status of Teachers.

As a result of discussion by the International Labour Conference (ILO) of the 1982 Report of the Joint Committee of Experts on the Application of the Recommendation, the ILO undertook an examination of the possibility of updating the document, and of creating a Convention embodying some of its provisions. The Report of the Joint Committee was also considered at the General Conference of Unesco in October 1983, and there have since been discussions between Unesco and ILO. The position taken by WCOTP, and conveyed to the ILO and to Unesco, is as follows:

- a Convention would be welcomed, provided that it is drafted in consultation with the teaching profession;
- the process or revision of the Recommendation must not allow any weakening of its provisions;
- the teaching profession must be involved in any revision or updating.

The second recommendation stated "WCOTP should provide support at the national level for implementation of the revised Unesco/ILO Recommendation".

Pending revision, WCOTP has made every effort to make known to its members the existence of the Recommendation and the means by which its application may be monitored and encouraged. A study guide has been produced and has been widely used in seminars and workshops. WCOTP is strongly encouraging Unesco to proceed with translation of the Recommendation into several languages other than the working languages of Unesco.

The third recommendation reads "WCOTP should provide facilities for the exchange of information on new developments in teacher education."

Although WCOTP does not have the funds to set up special arrangements for this, its normal channels of communication are open to those seeking or offering, information. In addition, noteworthy developments are reported in Echo, and/or communicated through information circulars.

The fourth recommendation was that WCOTP should develop close relations with international organisations of university teachers, and make further attempts to bring university teacher unions into membership.

The Executive Committee has recommended to member organisations that they develop relations with tertiary teacher unions in their own countries, as the best means of drawing them into participation in the work of WCOTP.

Other recommendations called on WCOTP to work for the international recognition of teacher education qualifications, and to promote bilateral and multilateral cooperation in teacher education through seminars and studies. No specific measures have been taken in this respect, but these objectives will be pursued as and when opportunity arises.

Non-theme Resolutions

A resolution on Women in Education called on WCOTP to promote a higher level of involvement of women in teacher organisation activities, including those of WCOTP, to encourage discussion of problems of education and conditions of employment, to conduct training seminars, and to provide for regular progress reports.

The Executive Committee approved a programme for the 1984 Assembly which set aside a period for reports and discussion of progress in these matters, and also decided to make the meeting hall and interpretation facilities available to the informal women's caucus in the afternoon following the opening of the Assembly. Information about progress in the member organisations has been collected.

Several seminars and training programmes have been held at the national level, and have included study of the text of the Convention on the Elimination of All Forms of Discrimination against Women.

A resolution on human rights and union rights, including the condemnation of repression, the use of armed force to subjugate peoples, and all recourse to violence and terrorism, provided a basis for increased activity in the defence of rights, as reported in Section D.

In accordance with a resolution on apartheid, a draft statement of policy and a proposed action programme were prepared for consideration by the 1984 Assembly.

A resolution condemning the arms race and calling for a programme on education for disarmament was implemented by the holding of a Symposium in Hiroshima, from 25th to 30th October, 1982. The 200 participants included the United Nations Assistant Secretary General in charge of the UN Disarmament Centre and, from Unesco, the Chief of the Section for International Understanding and Peace. The final Resolution, under the title "The Hiroshima Appeal" has had widespread publicity, and a joint report by WCOTP and JTU has been published.

In support of a resolution calling on members to press for attention to the educational needs of indigenous peoples, a study of the recruitment and preparation of teachers from among these ethnic groups was launched. The Australian Teachers' Federation undertook to coordinate the study, and to report to a special session of the 1984 Assembly.

A further resolution asked members to encourage their governments to legislate the enforcement of the WHO code on breast milk substitutes. In addition, WCOTP interrogated major producers on their policies in countries which have not done so.

A resolution deploring the distortion of historical facts or educational objectives, for political reasons, in the writing of official textbooks was conveyed to the 1982 Extraordinary Session of the General Conference of Unesco.

B. REPRESENTATIONS TO, AND RELATIONS WITH, MAJOR INTERNATIONAL ORGANISATIONS

(Purpose: to influence the policies and activities of major international bodies, and through them to influence the policies and practices of national governments.)

United Nations

On November 9, 1983 the WCOTP President was received in New York by the Secretary General of the United Nations. Mr. Killeen assured the Secretary General that WCOTP was strongly committed to the ideals of the United Nations, and was energetically pursuing a programme of activities designed to translate that commitment into concrete achievements. Sr. Perez de Cuellar expressed appreciation of the importance of teachers and their organisations in promoting

the goals of peace, international understanding, disarmament and development, and in securing a higher degree of respect for human rights.

WCOTP is the only teacher international with direct membership in the Conference of Non-Governmental Organizations (CONGO) in consultative status with the United Nations Economic and Social Council, and took part in a review of the structure and system of relations between the UN and NGOs at the triennial general meeting of CONGO in September 1982.

WCOTP continues to play an active part in Geneva-based Special NGO Committees on Disarmament, Development and Human Rights, and also took part in an NGO Consultation convened by the UN Centre for Disarmament in New York, following the Second Special UN Session on Disarmament (at which Executive member Willard McGuire addressed the General Session on behalf of WCOTP).

Preparatory meetings for International Youth Year (1985) are centred on the UN office in Vienna. WCOTP has taken part in these.

WCOTP has accepted an invitation to name representatives to sit on planning committees in Geneva, New York, Nairobi and Vienna preparing for the review of the UN Decade for Women. Women teachers recommended by members have been appointed.

WCOTP was invited to present its views to the United Nations on the progress made in the status of women during the UN Decade for Women, the obstacles remaining, and the priorities for future action.

WCOTP made formal statements at the UN Conference of Trade Unions on Sanctions against South Africa, and at a conference on apartheid organised by the UN Special NGO Committee on Human Rights, in June 1983.

International Labour Office

A very successful WCOTP seminar on "The ILO: Defender of Teachers' Rights", was held at the ILO headquarters in August 1982 with the participation and assistance of the Secretariat. A report containing major papers by ILO department heads, has been widely distributed.

The President and Secretary General were received by the Deputy Director General in January 1983, and by the Director General in March 1984, and had useful discussions with them and with various department heads. Assurances of full cooperation with WCOTP were given. In the period under review, the ILO has assisted in WCOTP training programmes in Asia, Africa and Europe.

WCOTP continues to maintain frequent contacts with the ILO Secretariat. Following referral to the Director General, by the

1983 International Labour Conference, of the recommendations of the Joint Committee of Experts on the Application of the Recommendation on the Status of Teachers, concerning the desirability of an updating of the Recommendation and the creation of a Convention, extensive notes were prepared by WCOTP staff and presented to the ILO for consideration.

WCOTP staff have regularly attended meetings of the Governing Body as observers, and had meetings with representatives of workers and government delegates who were former teachers.

Executive member Lars Erik Klason and members of staff represented WCOTP at the Special Joint Meeting on the Public Service in May 1983.

A number of representatives of WCOTP members (from among the 64 member organisations which are affiliated with their national trade union centres) attended the 69th and 70th sessions of the International Labour Conference as worker delegates. Among them, in June 1983, was Executive member Adelisa Raymundo. At the 70th session, in June 1984, former WCOTP President Niamkey H. Adiko was elected by the Workers' Group to membership in the Governing Body, and Newstead L. Zimba, of the Zambia Union of Teachers, was elected a deputy member.

United Nations Educational, Scientific and Cultural Organization

The Fourth Extraordinary Session of the General Conference was held in November-December 1982, to discuss the Medium-Term Plan for 1984-89. Major Programme II, Education for All, for which WCOTP had strenuously campaigned, was adopted unanimously. It will concentrate on achieving universal access to schooling (from which 250 million children are at present excluded), and on meeting the special needs of women, the very young, rural populations, the handicapped, and the 900 million adult illiterates.

Other programmes for which WCOTP has expressed support include V, Education, Training and Society, XII, the Elimination of Prejudice, Intolerance, Racism and Apartheid, and XIII, Peace, International Understanding, Human Rights and the Rights of Peoples.

A summary of current WCOTP concerns was presented to the Director General in January 1983, and has been extensively quoted in subsequent Unesco reports. In July, 1983, WCOTP organised a meeting at the Unesco headquarters of the Secretaries General of WCOTP, IFFTU and FISE with the Deputy Director General and department heads concerned with education - the first of its kind - to discuss future relations and cooperation.

In March 1983, the NGO Standing Committee of Unesco, of which WCOTP, in the person of Robert Harris, then held the Vice-Presidency, organised a Symposium on Science and Technology for Development. This was coordinated by FISE and chaired for part of

the time by WCOTP. At the June 1984 conference of the NGOs, Robert Harris was elected President of the Committee for the next two years.

WCOTP was represented at the Intergovernmental Conference on Education for International Understanding, Cooperation and Peace in April 1983, the meeting of the Unesco Executive Board in May 1983, and meetings of the Board's Committee on NGOs in May (at which briefing documents from the Secretariat highlighted co-operation with WCOTP). WCOTP supported the admission of AATO to Class B consultative status.

WCOTP was represented at the 5th Conference of African National Commissions for Unesco in May 1983.

Vice-President Michel Gevrey led the WCOTP delegation to the 1983 General Conference of Unesco, Paris, October 25 to November 29. At various stages of the Conference, the delegation including the Secretaries General of WCOTP, IFTA and FIPESO, Mr. Kléber Viélot, representatives from member organisations in France, and consultant André Drubay. Mr. Robert Harris acted as adviser throughout the Conference, maintaining liaison with the Conference secretariat and the office of the Director General. Contributions were made to debates in Commissions on the Recommendation on the Status of Teachers, the Status of Women, Education for Peace, Disarmament and Human Rights, Education against Racism, Prejudice and Apartheid, and the Role of Unesco National Commissions. Secretary General Norman Goble made a formal statement to a plenary session of the Conference, calling for effective action to make a reality, at a level which would directly help children and teachers, of Major Programme II, Education for All (for the adoption of which WCOTP had campaigned strenuously and effectively).

Much attention was aroused by the prompt action of the NEA during the Conference, in response to an appeal from WCOTP, in averting a proposed reduction in American financial support for programmes of Unesco.

In his closing address, the Director General of Unesco specifically acknowledged the constructive role of WCOTP in relation to the activities of Unesco.

Contracts executed for Unesco in the period under review include the following:

- case studies of the participation of teacher unions in the planning of education
- special supplement on literacy, in Echo
- a compilation of essays, for publication in book form, on teaching about major issues facing the world today.

In cooperation with the Society for African Culture, WCOTP, on behalf of Unesco, organised a seminar on Education, Literacy and the Preservation of Cultures. Held in Paris just before the

General Conference of Unesco, the seminar provided an opportunity to maintain the momentum of the WCOTP campaign in favour of the adoption of the programme Education for All.

WCOTP is represented on two working groups organised by the Unesco NGO Standing Committee. One is a working group on the status of women. The second deals with human rights education. These groups work in a close relationship with the Unesco Secretariat.

International Bureau of Education

WCOTP is again collaborating with FISE, IFFTU and WCT in the preparation of a joint paper for the 1984 session of the International Conference on Education. The theme is the renewal of primary education, with special emphasis on the introduction to science and technology.

Organization for Economic Cooperation and Development

An information meeting was held for WCOTP members in the OECD headquarters in Paris in January 1983. Heads of various departments explained and discussed their current activities and presented papers on trends in the social and economic environment.

The great majority of teacher unions and organisations in the OECD countries are WCOTP members, and teachers with WCOTP affiliation play an active part, as delegates of trade union centres, in meetings of the Education Working Group of the Trade Union Advisory Committee (TUAC). One of them, Else-Marie Amundsen of Norway, was part of a TUAC delegation presenting a brief to the OECD Education Committee in May 1983.

WCOTP maintains excellent relations with the OECD Secretariat, and has communicated its alarm at the cuts in education budgets in OECD countries (documented in a recent WCOTP publication) and the decline in support for educational development in the third world.

C. DEVELOPMENT OF POLICY

(Purpose: to promote general agreement among member organisations on objectives and priorities, through the exchange of information and opinions, to ensure that WCOTP statements on behalf of its members will be accurate and appropriate.)

A questionnaire on the theme of the 1984 Assembly, The Role of Vocational and Technical Education in Human, Social and Economic Development, was sent to all member organisations on January 28, 1983. The Executive Committee prepared a statement on the theme and a draft resolution, for consideration by the Assembly, on the basis of the replies received.

As reported above, the Symposium held in Hiroshima in October 1982 resulted in the unanimous adoption of a document entitled "Hiroshima Appeal". This has been endorsed by the Executive Committee as a statement of the WCOTP position.

Draft statements of policy on apartheid, on the education of the handicapped, on youth, and on school libraries, were prepared for consideration by the 1984 Assembly.

D. DEFENCE OF RIGHTS

(Purpose: to assert and defend the individual and collective rights of teachers, as defined by various conventions, covenants and recommendations of the United Nations, Unesco, the ILO and the Council of Europe, and by the resolutions of WCOTP Assemblies.)

Further to the resolution of the 1982 Assembly which, as reported above (Section A), reaffirmed the commitment of WCOTP to human rights and trade union rights and its opposition to repression and the use of force, complaints were laid before the ILO Committee on Freedom of Association on behalf of:

MUT, Malta, on the grounds of excessive punishment of absentee teachers and improper insistence by the government on the signing of self-inculpatory statements as a condition of amnesty (not supported by the Committee, on the grounds that the absenteeism was not a union action but a political demonstration by individuals.)

JTU, Japan (twice), on the grounds that the government had unilaterally imposed wage settlements in disregard of consultative mechanisms (upheld by the Committee in the first instance: still under consideration in the second).

COLPROSUMAH, Honduras on the grounds of various repressive and violent acts by police and the military (upheld: still under examination).

CTF, Canada, on grounds that legislation in three provinces is repressive and suspends bargaining rights (upheld in two cases, still under consideration in the third).

BUT, Bahamas, on the grounds of the compulsory retirement, one year before entitlement to benefits, of the President of the Union: considered to be a reprisal for union activities (under consideration).

SUTEP, Peru, on grounds of interference with mail (upheld).

PNGTA, Papua New Guinea, on the grounds of unacceptable salary determination procedures, permitting unilateral final decision by the Government (under consideration).

SNEAHV, Upper Volta, on the grounds of the arrest of leaders and prohibition of trade union activities (under consideration).

In Morocco, the Secretary General of the Syndicat National de l'Enseignement and other teacher leaders, arrested after a demonstration in June 1981, were released in May 1983. Their liberation followed a campaign of pressure on the authorities by WCOTP and its members. Assistance was also given to the SNE in the presentation of a complaint to Unesco about restrictions placed by the government on the enrolment of teachers in university courses.

Teachers arrested in El Salvador in August 1982, on whose behalf WCOTP had made repeated representations, were released in May 1983. A number of them have been assisted by WCOTP in leaving the country, where their lives were in danger.

WCOTP was able to secure the release of the Secretary General of the banned teachers' union in Uruguay, who had been held after the expiry of a prison sentence, and helped him to join his family in exile in Paris.

Other actions included protests to the government of Peru concerning the extra-judicial execution of teachers, to the government of the Ivory Coast against the unauthorized deduction from teachers' salaries of subscriptions to a government publication, and enquiries into the situation of Jewish teachers alleged to be suffering persecution in the Soviet Union.

In providing financial assistance to the victims of persecution and their families, particularly in El Salvador, WCOTP has been generously assisted by member organisations and by LO/TCO, the Swedish Trade Union Centre.

At the request of the NZEI, a cable was sent to the New Zealand Government, protesting against a bill to introduce an impracticable and unrealistic principle of comparability with the private sector as a basis for determining public sector salaries, and thus preventing free collective bargaining.

WCOTP consulted with the ILO regarding procedures for examination of a complaint from NGL (Netherlands) regarding a restructuring of teachers' salary scales, which violated the provisions of the Recommendation on the Status of Teachers. A satisfactory settlement was eventually reached.

News was received in October 1983 that the six-year-old ban on the Swaziland National Association of Teachers had been lifted. The SNAT immediately announced the resumption of its activity as a

member of WCOTP. It may be noted that this membership was never terminated, and that SNAT has resumed its activity with the same officers, and under the same constitution, as previously.

In addressing sessions of the International Labour Conference in June 1983, the Secretary General condemned the attempts of governments to restrict bargaining rights on the pretext of the economic situation, called for increased efforts to protect teachers and union leaders from persecution, and commended those ILO committees which have recently affirmed, for the first time, that teachers, if they so wish, must have full rights to bargain and to strike, whether or not they are public servants. Addressing the plenary session of the 1984 Conference, the Deputy Secretary General emphasised the gravity of the problems created when governments used their power to introduce and enforce laws to inhibit the bargaining rights of public servants and strengthen their own position as employers.

E. COMMUNICATIONS AND PUBLICATIONS

Recent issues of the WCOTP quarterly, Echo (edited by Lona Towsley), have stressed a thematic approach, special attention being given in each issue to a particular aspect of the work of WCOTP.

A bi-monthly Newsletter has been introduced, to provide members with a concise and readily accessible summary of current activities.

The following is a summary of publications produced:

The 1982 and 1983 Annual Reports were published in English, French and Spanish.

Four eight-page issues of the bulletin Echo were published each year in September, December, March and June.

The 1983 and 1984 Calendars were printed and distributed in English/French/Spanish, in 5,000 copies. The 1983 Calendar illustrated activities of teachers organisations, while the 1984 version illustrated aspects of the 1984 Assembly theme.

Nineteen Communiqués were written and mailed in English, French and Spanish, as well as Information Circulars in the same languages.

The report of the International Symposium on Disarmament Education was published in English, French and Spanish, in collaboration with the Japan Teachers' Union.

A report bringing together the documents of the project carried out in European countries, School Success/Failure was published in English and French.

The Final Report, Fourth Leadership Training Seminar (Lobatse, Botswana, 1981) was published in English.

The Final Report, Fourth Southern Africa Regional Conference, Zimbabwe, 1982, was published in English.

The Training Programme for Teacher Organization Leaders - A Guidebook, revised edition 1983, was published in English.

A report of the seminar held in Bamako, Mali, in April 1982 was published in French: Stage d'Etudes CMOPE/FCE/FIAI/LO-TCO - Formation syndicale des cadres féminins de l'enseignement.

The Final Report of the Fourth Training Seminar for the African Teachers Association of South Africa, June 1982, Johannesburg, was published in English.

The Final Report of the Training Seminar for Women Teachers from Southern Africa, January 1983, Mazenod, Lesotho, was published in English.

The Final Report of the Second KNUT/WCOTP/Nordic Women Teachers' Leadership Seminar, August 1983, Kakemego District, Kenya, was published in English.

The study carried out in cooperation with European member organisations entitled Cuts don't heal - the WCOTP evidence/Les réductions n'arrangent rien - le témoignage de la CMOPE, 1983, was published in English and French.

The Report of the Ninth WCOTP Asian and South Pacific Regional Conference, 1983, was published in English.

F. REGIONAL PROGRAMMES AND DEVELOPMENT ASSISTANCE

In Europe and North America, WCOTP has concentrated on the defence of bargaining rights and teachers' conditions of work, and on the problems of education finance and the protection of quality in public education systems. In other regions, there is a heavy emphasis on the creation and development of effective, autonomous, united teacher organisations, on familiarization with rights, and on the training of leaders. Particular attention has been given to encouraging women to participate in union work, and on the special problems of teachers in rural areas.

The funds made available from or through member organisations and the labour movement for development work have increased rapidly, and more and more of the members are engaging in cooperative development projects.

In December 1982, a meeting of the organisations most active in this work was held in Morges. The purpose was to clarify expectations, and improve understanding, regarding the role of WCOTP.

Details of activities in the various regions follow.

AFRICA

Conference on Education

Teacher organisations and ministries of education in all the English-speaking and French-speaking countries south of the Sahara were invited to send delegates to a conference in Yaoundé, Cameroun, from April 2 to 7, 1984, to consider the question "What School for Africa in the Year 2000"?

Organised by WCOTP with the cooperation of the Government of Cameroun, and the personal encouragement of the Director-General of Unesco, the bilingual conference carried to a further stage the work done at earlier English-speaking and French-speaking conferences, in Kampala (1980) and Niamey (1981), respectively.

The conference attracted 97 participants from 23 countries. A report is being prepared for publication.

WCOTP staff member Kléber Viélot was responsible for planning and organisation. Programme participants included the Minister of Education, members of "La Ligue camerounaise de l'enseignement, de l'éducation et de la culture populaire", WCOTP President Jim Killeen and Vice-President Ambrose Adongo, Executive Committee members Joseph Itotoh (who served as rapporteur) and Anne Allangba, AATO Secretary General, Tom Bediako, representatives of IFTA, FIPESO, SLV, SPR, SNI-PEGC, SNES.

Major financial assistance for the travel and accommodation of delegates was provided by CTF (Canada), SLV (Switzerland), LO/TCO (Sweden), Unesco, SNI-PEGC (France) and IFTA. Contributions were also received from FIPESO and SPR (Switzerland). The Government of Cameroun provided facilities, including simultaneous interpretation, in the national Congress Centre.

Development Activities (English-speaking)

Eight training seminars, designed to encourage the greater participation of women in union activities and community development, were held as part of the four-year programme assisted by funding from LO/TCO (Sweden). They were held in Ghana (September 1982), Mauritius (December 1982), Lesotho (January 1983), Nigeria (January 1983), Uganda (April 1983), South Africa (December 1983), Gambia (April 1984), and Malawi (April 1984). LO/TCO also assisted with the financing of a leadership training programme in Swaziland in May 1984.

Seven other training seminars were conducted during the May-August period, 1983 - two each in Kenya and Zimbabwe, one in each of Botswana,

Tanzania and Zambia. Organizations providing funding and, in some cases resource persons, were DLF (Denmark), NLaer (Norway), SFL and SL (Sweden) and OAJ (Finland).

A staff member of NEA (USA), Evelyn Miles Temple, on a sabbatical leave, worked with WCOTP in late 1982 and early 1983, developing a training manual for women's programmes which she later field-tested as a resource person at seminars in Mauritius, Lesotho and Nigeria. In late 1983 and during 1984, a second NEA staff member, Dr. Bettye Bouey-Yates, devoted sabbatical and vacation leave to work with WCOTP, travelling extensively in Africa to assist in the organisation of training programmes and assess future needs. NEA contributed substantially to travel costs.

Development Activities (French-speaking)

Fraternal visits to help develop teacher organisations

Within the framework of the CTF-John M. Thompson Fellowship Programme, two members each of the Executive Committee of SNEC of Mali, SNEEL of Senegal, and SELT of Togo, escorted by Klêber Viêlot of WCOTP, co-ordinator of the tour, visited teacher unions in Congo and the Ivory Coast from October 30 to November 30, 1982.

During their stay in Brazzaville, the three delegations were joined by 12 members of FETRASSEIC and paid a fraternal visit to FENEZA/UNTZA in Kinshasa.

In 1983, eight colleagues - two women - benefited from the CTF-John M. Thompson Fellowship Programme. Three colleagues from Burundi joined the group in Bujumbura for the visit to KNUT. Successively, they visited Zaire, Congo (visit of courtesy), Burundi and Kenya. At CTF request, Klêber Viêlot again acted as coordinator for the programme.

Training for organisers of cooperatives

A seminar on the administration and organisation of cooperatives was organised for the teachers' unions of the Ivory Coast (SNEPPCI), Mali (SNEC), Senegal (SNEEL), Togo (SELT), and Zaire (FENEZA). It was initiated and financed by the Canadian Teachers' Federation and took place at the International Institute for Development, Cooperation and Labour Studies, Tel-Aviv, from February 28 to March 24, 1983. There were 15 participants. The Israel Teachers' Union assisted in the organisation of the programme.

A follow-up training course was held in Ivory Coast in June 1984. Again, financial support was given by CTF, and instructional assistance by the Institute for Development, Cooperation and Labour Studies.

Training programme in Morges

A three-week programme of training for trainers from teacher unions was held in Morges in August 1983. Originally planned for Tunisia, and transferred to Switzerland because of difficulty of communication, the

course concentrated on group dynamics, principles and techniques of communication, and the skills of group leadership. The programme was funded by grants from CTF (Canada), LO/TCO (Sweden) and IFTA, and assisted by the ILO. Participants came from Burundi, Congo, Ivory Coast, Mali, Senegal, Togo, Upper Volta and Zaire.

Programmes at the National Level

In July 1983, FENEZA held three trade union training programmes in three different regions of Zaire. These programmes were financed by CTF while the resource persons came from FENEZA/UNTZA. In November, FENEZA held a subregional trade union training programme for women teacher leaders. Participants were: 12 women from Congo, 2 from Burundi and 16 from Zaire. This programme was financed by CTF and LO/TCO and was led by Wakelwa Namata (Director) and Ngado MBundy from FENEZA. Zadi Sességnon (WCOTP representative) and Cécile Ecaré (both of them from the Ivory Coast) were among the resource persons. It should be noted that Wakelwa, Zadi, and Ecaré took part in the Morges training course for trade union leaders.

In Congo, FETRASSEIC has started a series of trade union training programmes for men and women, which will cover the whole country. Financing comes from LO/TCO (Sweden).

In Ivory Coast, SNEPPCI organised a trade union training programme for women teachers in February 1984. This seminar was financed by LO/TCO. The resource persons were members of SNEPPCI Executive Bureau who had participated in various WCOTP training seminars.

SNEC of Mali also took the initiative of organising several training seminars for its men and women members. The programme is financed by CTF and LO/TCO.

ASIA AND THE SOUTH PACIFIC

The Ninth Asian and South Pacific Regional Conference took place in Kuala Lumpur, Malaysia, August 3-10, 1983. The host organisation was the NUTP (Peninsular Malaysia). There were two themes: "The Contribution of Teacher Organizations to Rural Development" and "Teacher Organizations and Trade Unionism". Resolutions on both topics were adopted and have been circulated. A grant from the Canadian Teachers' Federation, supplemented by assistance from the Australian Teachers' Federation, helped to meet expenses.

The Conference was followed by a meeting of the Asian and South Pacific Council, which discussed priorities and procedures for the development of WCOTP programmes, and called for greater attention to the problems of women. The Council accepted an invitation from KFEA (South Korea) to host the Tenth Conference in 1985, and was invited by AIPTF (India) to consider Bombay as the location for 1987.

The Fourth WCOTP South Pacific Conference was held in December 1982 with the financial assistance of the Australian and Canadian Teachers' Federations and ATF's member in Queensland, the Queensland Teachers'

Union, acting as host. The Conference had two themes. The first, "Teacher Organization Development", was for the benefit of teachers from the islands in the South Pacific in which there are as yet no teachers' organisations. The second theme was "Education and Cultural Identity" which is very relevant for the entire region in view of the varied cultures in Australia and New Zealand as well as almost all the islands. Besides our eight member organisations in the region there were participants from Kiribati, the Solomon Islands, Tuvalu, Vanuatu, Tahiti and Tonga. In all there were 69 participants.

Organization Development

WCOTP priorities in this region continue to include the promotion of unity, the training of junior leaders and local representatives, the encouragement of attention to rural development, the development of programmes in the national languages, the raising of awareness concerning the status of teachers, and the encouragement of participation by women.

The following is a summary of cooperative development programmes undertaken in the region:

September 1982 to September 1983	India: A national seminar on teacher organisation development, organised in collaboration with the AIPTF, with funding from CTF (Canada), was followed by six regional courses, with funding from the same source.
September 1982 to July 1983	Malaysia: A leadership training course at the national level was followed by six courses at the district level. Organised in cooperation with the NUTM, this operation was funded by grants from the DLF (Denmark).

In each of the above cases, the funding organisation also provided resource persons for the activity at the national level.

December 1982	Hong Kong: In cooperation with the Hong Kong Professional Teachers' Union, a conference was held, with financial support from SFL (Sweden) to review educational policies and practices.
June 1983	Hong Kong: SFL provided funding for a second conference, organised in cooperation with the Hong Kong Teachers' Association and fifteen other teacher organisations, to discuss the report of a visiting panel which the Government had invited to review the education system.
August 1983	Indonesia: Teacher Organisation Development Programme for three regions, in cooperation with PGRI: funding by LO/TCO (Sweden).

October 1983	Thailand: With PSTAT: second regional seminar on Teacher Organisation Development, funded by LO/TCO (Sweden).
October to November 1983	India, AIPTF: Teacher Organisation Development Programme for middle-level leaders, funded by CTF (Canada).
February to June 1984	Indonesia, PGRI: Six local training courses as follow-up to the regional programmes of August 1983 (see above). Funding by LO/TCO (Sweden).
April 1984	Thailand: a) with PSTAT, third regional Teacher Organisation Development Training Course. b) with the Federation of Elementary Education Teachers' Associations of Thailand (FEETAT), first seminar on Teacher Organisation Development. Both these were funded by LO/TCO (Sweden).
April 1984	Hong Kong: In cooperation with the HKTA and eighteen other teachers' organisations in Hong Kong (to encourage cooperation), seminar on Teacher Organisation Development.

EUROPE

General

Major features of the European work of WCOTP included studies of the effects on education and the work of teachers of cuts in education budgets, and of the attacks on collective bargaining rights which are often associated with these cuts. Attention has also been given to the format of European cooperation within WCOTP since the creation of the European Trade Union Committee for Education (ETUCE).

European Conferences

School success and failure, and cuts in public expenditures on education, were the two main items discussed at the 1982 European Conference, held in Athens in October. The Conference also adopted changes in the bylaws for European cooperation in WCOTP, to regulate the adoption of resolutions and the designation of WCOTP representatives to the Executive Board of the European Trade Union Committee for Education (ETUCE).

At the 1983 Conference, held in October in Stockholm, the main items for discussion were a resolution on cuts in public expenditure on education and the topic of education for human rights.

Trade Union Rights

An inventory and evaluation of the trade union rights of education personnel was prepared for the Assembly of the European Trade Union

Committee for Education (ETUCE) held in November 1982. It built upon previous work done by WCOTP on teachers' trade union rights.

Budget Cuts - European and OECD Countries

In connection with the information meeting arranged with OECD officials at the OECD headquarters, a discussion was held among representatives of WCOTP members on the problem of cuts in education budgets.

Subsequently, a WCOTP working group prepared a report and draft recommendation, based on an inquiry among member organisations in Europe, supplemented by information from other member countries of OECD. The report, after adoption by the 1983 European Conference, was published under the title "Cuts Don't Heal".

Council of Europe

Close contact was maintained with the School Education Division of the Council of Europe, and WCOTP representatives took part in several conferences.

An information meeting for editors of teachers' journals of WCOTP member organisations was arranged in cooperation with the Council of Europe and took place in the Council Headquarters, Strasbourg, in March 1983. At the meeting, the heads of various departments offered substantial information on the wide range of activities of the Council in the field of information, education and economic and social matters.

A WCOTP discussion paper on education for human rights was presented to a Council of Europe Conference in Vienna, Austria, in May 1983 by Executive member Jean Petite, Secretary General of FIPESO.

European Seminar

A seminar on the Role of Teachers and their Organisations in Educational Innovation was held in Athens from 6 to 8 May, 1984. The Council of Europe cooperated by arranging for the participation of Professor Roland Vandenberghe, who was Rapporteur of the Council of Europe Symposium on Innovation in Primary Education in October 1983, by providing copies of Council of Europe reports, and by a grant of FF 23,000. The Council also proposes to use the report of the WCOTP seminar as a document for the second Symposium on Innovation, in October 1984.

European Trade Union Committee for Education

A gradually improving cooperation among the constituent parties in the ETUCE came to a halt at the ETUCE General Assembly in November 1983 through the walk-out of IFFTU and its member organisations, representing some 20 per cent of the members of ETUCE, because the other teacher internationals declined to guarantee that an IFFTU candidate for the Presidency would be unopposed.

At the first meeting of the new Executive Board after the Assembly, Fred Jarvis (NUT, England and Wales) was elected President, and Daniel Dumont (SNI-PEGC France) was elected as one of the Vice-Presidents.

WCOTP has continued to play a very active part in the work of ETUCE, which has included the preparation of a comprehensive position paper on major educational issues, interviews to present the teacher viewpoint to the President of the Council of Ministers of Education, the Education Committee of the European Parliament, and various political groups in the Parliament, and the organisation of working groups on topics under study by the European Trade Union Confederation and participation in meetings of the Executive Committee of that body.

WCOTP has also participated in talks with IFFTU and WCT, in the hope of determing the conditions in which IFFTU might be persuaded to resume cooperation with the other internationals, and the non-affiliated teacher unions, on the European scene.

LATIN AMERICA

General

Latin America continues to seethe with political, economic, social and military unrest.

The economic situation - as regards both inflation and unemployment - is deteriorating throughout the continent. The situation for teachers is precarious, in particular at the social and economic level. In numerous countries teachers' organisations are in conflict with governments.

In January 1984, a study tour of seven countries was organised and conducted by WCOTP Deputy Secretary General Marc-Alain Berberat for representatives of NLaer (Norway) and SFL (Sweden).

El Salvador

The war continues; more than 300 teachers have been assassinated and others have disappeared or have been imprisoned. Details of WCOTP assistance are given in Section D of this report.

Programmes:
- LO/TCO-WCOTP assistance to families of the victims of repression - US$132,000 (1983)
- Participation in the literacy programme for refugees within and outside the country.
- Transfer of funds from WCOTP members to support the school building project of ANDES 21 de Junio.

Honduras

The economic situation is difficult and there is almost a state of war with Nicaragua. The government has placed leaders of its own at the

head of COLPROSUMAH, the WCOTP member. WCOTP organised a solidarity campaign for the legal leaders and requested Executive member Hermes Zaneti to attend a COLPROSUMAH extraordinary assembly which was called to confirm the legality of these leaders, Ambrosio Sabio and Mauricio Lopez. WCOTP has submitted a complaint to the ILO on this issue.

Costa Rica

The difficult economic and political situation has complicated relations between the government and teachers. Inflation has not been compensated for in teachers' salaries (e.g. secondary school teachers, US$59 monthly). In April 1983, the government should have applied an agreement made last October with trade unions on this issue. The government did not keep its word and teachers went on strike. The strike, supported by appeals from WCOTP, was successful.

WCOTP seminar in San José: "The Teacher in the Central America of Today", January 1983. Participants: ANDE (Costa Rica), ANDEN (Nicaragua), ANDES (El Salvador), MPU (Panama), COLPROSUMAH (Honduras), BTU (Belize).

Colombia

WCOTP has had contact with the National Commission for Unesco which agrees to support a Latin American conference on education, along the lines of that held for French-speaking Africa in Niamey.

Peru

Victim of a catastrophic economic situation, Peru also has to contend with a dogmatic maoist terrorist group called the "Sendero Luminoso". The government takes advantage of this situation to repress the trade unions.

The main teachers' union, SUTEP (80,000 members) is still not recognised by the authorities (60 teachers are in prison). WCOTP has complained to the ILO about the interception of mail by the authorities.

Assistance programmes, designed to support and strengthen SUTEP, are financed by several WCOTP members.

Projects are planned for training women organisation leaders and for the creation of a publications centre.

Brazil

Particularly difficult social and economic situation. The political opposition is in the majority at the national level. Hermes Zaneti, President of the CPB and a member of the WCOTP Executive Committee, was elected deputy in the Federal Parliament.

Thanks to the CPB-LO/TCO-WCOTP programme, the Confederaçao de Professores do Brasil (CPB) is becoming stronger; only one state has

no affiliate to CPB. The congress held in 1983 at Natal assembled 3,000 participants.

The third phase of the CPB development programme is in progress. The Porto Alegre courts have upheld the teachers' complaint concerning the suspension of the check off system for teachers' organisation dues.

Uruguay

The new union law is coming into force with great difficulty. Each request for registration of a union has to pass via the security police, who frequently contest the nomination of leaders of unions which are being formed.

Public employees and, in particular teachers in public schools, are still denied the right to join unions.

The standard of education continues to deteriorate. The authorities have limited extra-curricular activities.

Didasko Perez, former Secretary General of FUM, liberated in October 1982, was able to pay his debt (cost of board in prison) and to join his family in Paris on 11 April 1983, thanks to international solidarity (WCOTP; SNI/PEGC, France; BCTF, Canada; SLV, Switzerland).

WCOTP submitted a complaint to Unesco on behalf of Professor Cariboni who has been in prison for 10 years for "intellectual" activities within the framework of a movement of the opposition.

WCOTP held a seminar in Montevideo in November 1983, together with the Commission on Education of the International Union for Conservation of Nature and Natural Resources (IUCN) and a private Uruguayan institution, the CIPFE, "Centro Franciscano y Ecologico". Financed by LO/TCO, this was the first meeting of teachers since 1973.

WCOTP also assisted three newly constituted teacher associations (primary, secondary and technical) to hold a joint seminar in April 1984.

Chile

During the second half of 1982, repression in Chile increased considerably together with popular discontent caused by inflation and unemployment (more than 36% in a city such as Concepción).

Numerous teachers, some of them leaders of AGECH, have been arrested and sometimes severely tortured.

At the request of the copper workers union, WCOTP assisted in a successful campaign for the release of the union's General Secretary from prison (July 1983).

On 7 March 1983, AGECH was informed by the Minister of Finance that its legal status had been suspended. Motive given: AGECH was indulging in political activities forbidden by the law. AGECH, supported by WCOTP, successfully appealed to the courts against this decision.

Argentina

Argentina is continuing its move towards democracy. Political activities have been resumed. Even though legally suspended, trade unions are very active and have organised several general strikes. Thanks to a reconstruction programme by LO/TCO-WCOTP, CTERA (Confederación de Trabajadores de la Educación de la República Argentina) has undertaken intense activities to organise meetings and seminars throughout the country and to meet on several occasions with the national and regional education authorities.

Consultation on programme

The Deputy Secretary General conferred in Brazil, in July 1983, with WCOTP Executive members Hermes Zaneti and Julio Portillo, former Vice-President Teresa Noronha Carvalho, and regional consultant Fernando Hernandez Diaz. Organised in response to a suggestion made at the May meeting of the Executive Committee, the meeting reviewed the objectives and methods of operation of WCOTP in Latin America, and agreed on the desirability of creating an informal consultative committee for the region.

Organisation Development Activities

The following is a summary of the development projects undertaken, and local activities assisted by WCOTP, with strong financial support from LO/TCO (Sweden), in this region during the period to which this report refers.

I Central America

PANAMA 7-8 August 1982, National Seminar:
Teachers and Central American Reality
Organisation: MPU

HONDURAS 24-25 September 1982, National Seminar:
Teachers and Central American Reality
Organisation: COLPROSUMAH

NICARAGUA Autumn 1982, National Seminar:
Teachers and Central American Reality
Organisation: ANDEN

COSTA RICA September 1982, National Seminar:
Teachers and Central American Reality
Organisation: ANDES 21 de Junio in exile

January 1983, International Seminar:
Teachers and Central American Reality
Organisation: ANDE
Participants: ANDE, ANDES, MPU, COLPROSUMAH, BTU, FOMCA

July 1984, National Seminar:
Effects of the Economic Situation on Education

Other Activities: Material support to ANDES, ANDEN, COLPROSUMAH

II South America

BRAZIL
Autumn 1982, state and regional seminars for Project 08 (LO/TCO-WCOTP-CPB) (second year)

January 1983, CPB National Congress

Summer/Autumn 1983, state and regional seminars for Project 08 (third year)

January 1984, CPB National Congress

CHILE
Training activities within the framework of the AGECH-WCOTP-LO/TCO project (second and third years)

URUGUAY
November 1983, first national seminar for teachers since 1973: The teacher and environmental education

April 1983, National Seminar:
Analysis of the education situation in Uruguay in the light of the 1966 Unesco/ILO Recommendation
Organisation: Coordenadora de la Ensenanza

April to July, follow-up to training activities within the framework of the programme, Reconstruction of teachers' organisations in Uruguay

ARGENTINA
October 1982, Santa Fé, first regional study days on education
Organisation: CTERA

April 1983, Salta, second regional study days
Organisation: CTERA

July 1983, Buenos Aires, meeting to evaluate the programme and examine projects
Organisation: CTERA

September-October 1983, General Roca, third regional study days for Patagonia
Organisation: CTERA/UNTER/ATEN

October 1983, Buenos Aires, Pedagogical conferences given by Professor Aebli and Berberat
Organisation: CTERA

June 1984, fourth regional study days, Central region, National Seminar, Los Cocs-Cordoba
Organisation: UEPC/CTERA/WCOTP

July, 1984, fourth regional study days, Southern region,
Organisation: CTERA

PERU
April 1984, Fourth Congress, SUTEP

NORTH AMERICA AND THE CARIBBEAN

Features of this period were:

- Increasing suppression of teachers' trade union rights, associated with government policies tending to make education a prime target for economic austerity measures.
- Growing awareness and militancy among teachers on international issues, especially disarmament.
- Growing interaction among member organisations within the region.
- A manifest desire for continued and indeed increased consultation with the secretariat.
- The re-emergence of regional identity within the Caribbean.

Activities may be summarised as follows:

August 1982 — Caribbean Union of Teachers (CUT) Seminar for teacher unions from the Leeward Islands, held in Antigua with CTF and NEA financial assistance.

September 1982 — WCOTP Caribbean Workshop for Teacher Organization Development, funded by DLF (Denmark). Twenty-three participants attended from 18 organisations in 15 countries, together with two representatives of DLF, local consultants from Jamaica and Grenada, and the Secretary General. The programme concentrated on the skills needed by school and district representatives.

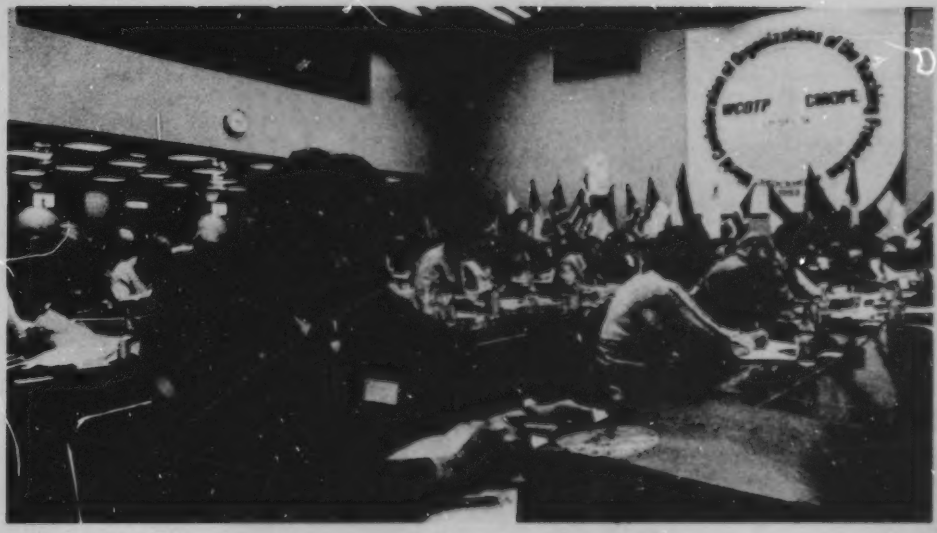
October 1982 to June 1984 — Based on project outlines prepared by participants in the September workshop, a three-year programme for teacher organisation development in the Caribbean, 1983-85, was drawn up by the secretariat for discussion with the CTF (Canada) and DLF. This programme aims to provide training for union representatives in schools throughout the Caribbean. It also envisages a cooperative programme within the region, in which secretariat officers will have an opportunity to acquire basic administrative skills through work and study visits to organisations in neighbouring countries. With CTF funding, projects were completed in Belize, Bermuda, Guyana, Grenada, Antigua, St. Lucia, St. Kitts and Trinidad and Tobago.

April 1983 — The CTF-NEA-WCOTP North American Regional Conference, held in Calgary, Canada, featured the problems of the protection of quality and democratization in public school systems and of resisting the increasing assaults on teachers' rights. The conference adopted a

declaration on these points, emphasizing the goal of peace as a prerequisite for all social progress.

Action taken in defence of teacher union rights in Canada and the Bahamas is referred to in Section D of this report. The situation in the Bahamas was complicated in August 1983 by the arrest of the Secretary General and other members of the BUT in the course of a peaceful demonstration protesting against the dismissal of the union President from his teaching post.

Agreement was reached in August 1983 on the establishment of a new working relationship between WCOTP and the Caribbean Union of Teachers as a regional organisation.



Representation at Meetings

1983 SEPTEMBER

1-4 Federación de Organizaciones Magisteriales de Centroamérica (FOMCA) Managua Julio Portillo
5-9 Association for Teacher Educators in Europe Aalborg, Denmark Marc-Alain Berberat
6-16 CTF teacher organization school Ottawa Norman Goble
13 ETUCE Executive Board Brussels
13-16 Norsk Lektorlag congress Kristiansand Jean Petite
15-16 International symposium on recession, avoidance of redundancies and work sharing European Center for Legal Studies and ILO Geneva Vivan Storlund
26-28 NGO consultation on world disarmament campaign and prevention of nuclear war Geneva Jean-Bernard Gicquel, Sven-Aage Skyggebjerg, Magne Askeland, Yves Eveno, Browyn Marks, Robert Harris

OCTOBER

3 Council of Europe meeting of NGOs interested in human rights Strasbourg Marc-Alain Berberat
3-6 WFUNA symposium on role and future of UN Geneva Norman Goble, Robert Harris
6-8 International Federation of Workers Education conference Paris Marc-Alain Berberat
10-14 Norsk Laererlag congress Loen Geoff Foster
11-14 Unesco NGO standing committee Symposium on Literacy and Culture Paris Robert Harris
17-21 Council of Europe Symposium on Innovation in Primary Schools in Western Europe Han, Belgium Else-Marie Osmundsen
25-29 Unesco General Conference Paris Michel Gevrey, Jean-Bernard
Nov. Gicquel, Jean Petite, Norman Goble, André Drubay, Jeanne Legrand, Robert Harris, Kléber Viélot
26-29 ANDE congress San José Fernando Hernández Díaz
27-28 TTUTA congress Port of Spain, Trinidad Willard McGuire
28-30 ANDEN III congress Managua Julio Portillo

NOVEMBER

-29 continuation of Unesco General Conference Paris
7 NEA/CTF/WCOTP meeting Ottawa Jim Killeen
8-10 NLS seminar Helsinki Norman Goble
15-16 ETUCE Assembly Brussels Norman Goble, Lars-Erik Klason, John Pollock, Vivan Storlund
16 IFTA Executive Committee meeting Montreux Kléber Viélot
17-19 ILO Governing Body Geneva Vivan Storlund
18-19 SPR congress Sion Marc-Alain Berberat, Kléber Viélot Vivan Storlund
20-25 AATO workshop on teachers' organisations Ibadan Marc-Alain Berberat
23-24 Conference planning meeting - Committee on antisemitism, racism and violations of human rights Tel Aviv Norman Goble
23-25 DLF conference on international relations and development Copenhagen Robert Harris
24 NGO Committee on International Youth Year, Committee on Drug Abuse Vienna Otto Vicenzi
24-27 CICSE conference on role of teachers and their organisations in establishment of a new international economic order Lisbon Norman Goble, Jean-Bernard Gicquel, Jean Petite

DECEMBER

3-4 NEA/CTF/WCOTP/CUT meeting Barbados Willard McGuire Robert Harris
4-7 Council of Europe 3rd all-European conference of directors of educational research institutes (primary) Neusiedl am See Erna Holzinger
5-9 UN participation of women in promoting international peace and cooperation Vienna Elizabeth Kernstock
6-7 Unesco NGO consultation on International Youth Year Paris Jean Petite
6-9 NGO committee on human rights conference - 35th anniversary of Declaration on Human Rights Geneva Horace Perera
8 Second planning committee meeting for 1985 World Conference on Decade for Women New York Edith Swanson
10-13 COLPROSUMAH Congress Tegucigalpa José Fuentes
13-16 Unesco meeting of experts on participation of women in political life Lisbon Jeanne Legrand
19 ETUCE Executive Board Brussels Norman Goble, Lars-Erik Klason, John Pollock

1984 JANUARY

5-6 ANDES 21 de Junio congress San Salvador Marc-Alain Berberat
9-12 ATF annual conference Adelaide Norman Goble
9-12 FTA Golden Jubilee 50th annual general meeting Lautoka R.J. Baird
8-13 ZIMTA/FIPESO/NORAD/AATO/WCOTP seminar Harare Ambrose Adongo
16-21 XVII national congress of CPB Criciúma Marc-Alain Berberat

FEBRUARY

2	ETUCE Executive Board Brussels Norman Goble
2	Unesco NGO Bureau meeting Paris Robert Harris
13-17	Unesco NGO Standing Committee meeting Paris Robert Harris
18-22	GTA centenary celebrations Georgetown, Guyana Robert Harris
27-2 March	Unesco French language seminar on dissemination of research on education Paris Michel Gevrey

MARCH

7	CONGO Board meeting Vienna Otto Vicenzi
8-9	Third meeting of NGO planning committee for 1985 World Conference on UN Decade for Women Vienna Elizabeth Kernstock
12-17	Unesco symposium on right to education in relation to pupils' social background Thessaloniki P.E. Caterini
20-21	Council of Europe meeting on aliens in Europe Strasbourg François Floquet
21-23	International symposium on university teaching, Ecole polytechnique fédérale de Lausanne Marc-Alain Berberat
26-30	UN Economic and Social Commission for Asia and the Pacific preparatory meeting for 1985 World Conference on UN Decade for Women Tokyo Adelisa Raymundo, Fumiko Niki, Kim Moon Hee

APRIL

2-11	3rd session Advisory Committee for International Youth Year Vienna, Austria Otto Vicenzi
11	PEACESAT consortium meeting By satellite-borne radio transmission in the Pacific J.E. Smith, Gillian Johnson
16-18	AMMA conference Bournemouth, England Norman Goble
21-26	NUT annual conference Blackpool, England Ambrose Adongo
23-26	Gambia Teachers' Union congress Bathurst, Gambia Marianne Ehrlin
24-27	International Trade Union Conference for Peace Managua, Nicaragua José Fuentes
23-27	INTO and ASTI annual congresses Galway, Ireland Willard McGuire
26-28	ZIMTA 3rd annual conference Harare, Zimbabwe Joseph Itotoh
27-28	Fédération de l'Education Nationale (FEN) symposium on multinationals, north-south relations and union strategies Paris, France Michel Gevrey
28-30	SUTEP IV national congress Chiclayo, Peru Marc-Alain Berberat

MAY

1-4	Council of Europe workshop on math teaching in primary education Puidoux-Chexbres, Switzerland Roger Foggiato
2-3	ETUCE Executive Board meeting Brussels, Belgium Norman Goble
6-11	NZEI annual meeting Wellington, New Zealand Gerry Tickell
9	Council of Europe sectoral meeting of NGOs on questions of education Strasburg, France Norman Goble

MAY

14-15 TUC Education Working Group Paris, France Norman Goble, Robert Harris
14-18 Council of Europe meeting on education and training opportunities for school leavers in western Europe Belfast, Northern Ireland Ivan Davidson
21-26 Council of Europe seminar on education for health Donaueschingen, Federal Republic of Germany Marc-Alain Berberat
26-28 NATFHE 9th annual conference Birmingham, England Lars Erik Klason
31-3 June Association of Teacher Education in Europe meeting on innovation and teacher training Milan, Italy Marc-Alain Berberat

JUNE

4-5 SNI pedagogical congress Paris, France Marc-Alain Berberat
4-8 Unesco NGO 19th conference of international NGOs Paris, France André Drubay, Jean-Bernard Gicquel, Michel Gevrey, Robert Harris, Jean Petite
6-27 ILO 70th session International Labour Conference Geneva Norman Goble, Marc-Alain Berberat, Yves Eveno, Jean-Bernard Gicquel, Jean Petite, Gerry Quigley, André Rochat, Jean-Jacques Haspéro, Vivan Storlund, Lilliane Urben, Kléber Viélot, Ricard Vilaro
12-15 BLLV assembly Augsberg, Germany Norman Goble
16-23 JTU annual convention Gerry Tickell
25-30 CEQ congress Montreal, Canada Michel Gevrey

JULY

1-4 NEA Representative Assembly Minneapolis James Killeen
3-5 UN consultation with NGOs on draft programme for international Year of Peace Bucharest Horace Perera
17-20 CTF Annual General Meeting Halifax James Killeen
18 Unesco consultative working group on public information Paris Robert Harris
23-26 9th Commonwealth Conference of Ministers of Education Kicosia Norman Goble
22-27 International Federation for Home Economics Congress Oslo Truls Bolstad
24-28 IFTA Congress Lisbon M.A. Berberat
24-28 FIPESO Congress Lisbon M.A. Berberat

AUGUST

17-20 Swaziland National Association of Teachers Annual Conference Manzini Ambrose Adongo
28,30 Meetings of NGOs to discuss US withdrawal from Unesco Washington DC, New York Robert Harris

Financial Statement

Executive Committee
World Confederation of Organizations
of the Teaching Profession

REPORT ON EXAMINATION OF
FINANCIAL STATEMENTS
YEAR ENDED DECEMBER 31, 1983

Morges
(Switzerland)

We have examined the accompanying statements of net assets of the International Office of the World Confederation of Organizations of the Teaching Profession as of December 31, 1983 and 1982, and the related statements of revenue and expenses, changes in net assets, and changes in financial position for the years then ended. Our examinations were made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the International office of the World Confederation of Organizations of the Teaching Profession as of December 31, 1983 and 1982, the results of its operations, changes in net assets and changes in financial position for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

TOUCHE ROSS & CO. S.A.

Geneva, February 13, 1984
D113-JR/et

STATEMENT OF NET ASSETS

(expressed in Swiss Francs)

	December 31	
	1983	1982
	Sw.Fr.	Sw.Fr.
CURRENT ASSETS:		
Cash		
Cash in hand	28,888	3,665
Demand deposits	432,281	149,200
Restricted foreign bank accounts (Note B)	21,165	54,966
Funds on deposit	-	670,000
	482,334	877,831
Fees and grants receivable	200,584	365,696
Prepaid expenses	99,941	72,852
Sundry receivables and prepayments	124,873	262,557
TOTAL CURRENT ASSETS	907,732	1,578,936
OTHER ASSETS:		
Deposits	9,500	9,500
FIXED ASSETS:		
Equipment, at cost	89,263	68,294
Less: Accumulated depreciation	(34,255)	(33,255)
	55,008	35,039
TOTAL ASSETS (carried forward)	972,240	1,623,475

	December 31 1983 Sw.Fr.	1982 Sw.Fr.
TOTAL ASSETS (brought forward)	972,240	1,623,475
DEDUCT:		
CURRENT LIABILITIES:		
Deferred revenue	455,962	1,469,605
Accounts payable and accrued expenses	300,699	197,707
Provision for Delegates Assembly	165,000	-
TOTAL CURRENT LIABILITIES	921,661	1,667,312
PROVISION FOR EXCHANGE FLUCTUATIONS (Note C)	24,000	40,000
NET ASSETS (DEFICIT)	26,579	(83,837)

COMMITMENTS (Note D)

See notes to financial statements.

STATEMENT OF REVENUE AND EXPENSES

(expressed in Swiss Francs)

	Year ended December 31, 1983 Sw.Fr.	1982 Sw.Fr.
REVENUE:		
Membership dues:		
National members	2,664,265	2,800,223
Associate and international members	14,239	11,939
	2,678,504	2,812,162
Other income:		
Grants and contracts for specific projects	1,277,135	1,050,803
Subscriptions and sales, sundry income	25,267	20,660
Assembly, seminar registration and agency fees	36,838	101,228
Interest income	13,661	13,665
TOTAL REVENUE	4,031,405	3,998,518
EXPENSES:		
International operations:		
Secretary General's office	305,945	197,936
International representation	89,082	128,096
U.N. relations	271,368	269,396
Clearing House activities	30,660	38,298
Publications	181,551	173,700
	878,606	807,426

	Year ended December 31, 1983 Sw.Fr.	1982 Sw.Fr.
Regional programmes:		
Africa	831,617	689,899
Arab States	6,585	8,855
Asia	431,221	345,583
Europe	157,459	219,986
Americas	559,391	495,858
Special assistance projects	57,628	66,720
Multinational cooperation	59,340	52,254
OECD cooperation	-	4,010
	2,103,241	1,883,165
Legislative operations:		
Assembly of delegates	100,000	222,435
Assembly assistance	65,000	167,191
Executive and fiannce committee	105,618	87,850
	270,618	477,476
Central services:		
Office facilities and services for all programmes	501,904	516,163
Translation services	128,472	150,368
	630,376	666,531
Contract services:		
Financial expenses	12,500	12,544
Education and home leave allowance	11,648	28,090
Depreciation of equipment	14,000	5,000
	38,148	45,634
TOTAL EXPENSES	(3,920,989)	(3,880,232)
EXCESS OF REVENUE OVER EXPENSES	110,416	118,286

STATEMENT OF CHANGES IN NET ASSETS

(expressed in Swiss Francs)

	December 31,	
	1983	1982
	Sw.Fr.	Sw.Fr.
Net assets (deficit) as at January 1	(83,837)	(202,123)
Excess of revenue over expenses	110,416	118,286
NET ASSETS (DEFICIT) AS AT DECEMBER 31	26,579	(83,837)

See notes to financial statements.

STATEMENT OF CHANGES IN FINANCIAL POSITION

(expressed in Swiss Francs)

	Year ended December 31, 1983 Sw.Fr.	1982 Sw.Fr.
SOURCE		
Operations:		
Excess of revenue over expenses	110,416	118,286
Add non-working capital items:		
Depreciation	1,000	5,000
Sale (acquisition) of fixed assets	(20,969)	(15,000)
Decrease of provision for exchange fluctuations	(16,000)	-
NET INCREASE (DECREASE) IN FINANCIAL POSITION	74,447	108,286
Net working capital at beginning of year	(88,376)	(196,662)
Less: net working capital at end of year	(13,929)	(88,376)
INCREASE IN WORKING CAPITAL FOR YEAR	74,447	108,286

Working capital is comprised of total current assets less total current liabilities.

See notes to financial statements.

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED DECEMBER 31, 1982 and 1983

A. Summary of significant accounting policies

1. Revenue

During the financial year, membership dues are recorded only if relating cash is received, but at year end, where there is reasonable assurance that unpaid dues will be collected, the amount of dues receivable is recorded as accounts receivable. Any amount received in the current year, but relating to prior years, is included in the current year income.

2. Fixed assets

Generally, additions to furniture, fixtures and equipment are charged to expense in the period acquired, in conformity with accounting principles generally followed by organizations of this character. The telephone system has been capitalized and is being depreciated over a period of ten years.

3. Foreign currency translation

All assets and liabilities in foreign currencies have been translated into Swiss Francs at current exchange rates ruling at year end. Revenue and expenses in foreign currencies have been translated into Swiss Francs at the rates in effect at the dates of the transactions.

4. Pension plan

The Confederation has a contributory pension plan covering certain employees. The Confederation's policy is to fund pension cost accrued.

5. Taxation

The Confederation is a non-profit organization, and as such is not subject to federal and cantonal taxes on income and net worth in Switzerland.

B. Restricted foreign bank accounts

Due to currency control regulations in effect in various countries, cash in the equivalent of Sw. Fr. 21,165 (1982: Sw.Fr. 54,966) is available only for use in those specific countries.

C. Provision for exchange fluctuations

The Assembly of Delegates of the Confederation, at its meeting in Lagos, Nigeria, in August 1977, decided to establsih a provision of Sw. Fr. 40,000 against future possible exchange losses arising from the adopted system of accounting generally for membership dues on an accrual basis. This provision had to be partly used during the year to cover devaluation of the Zaire currency.

D. Commitments

1. Lease commitments

a) As of December 31, 1983, the Confederation has two leases for office and parking space. These result in future non-cancellable commitments as detailed below:

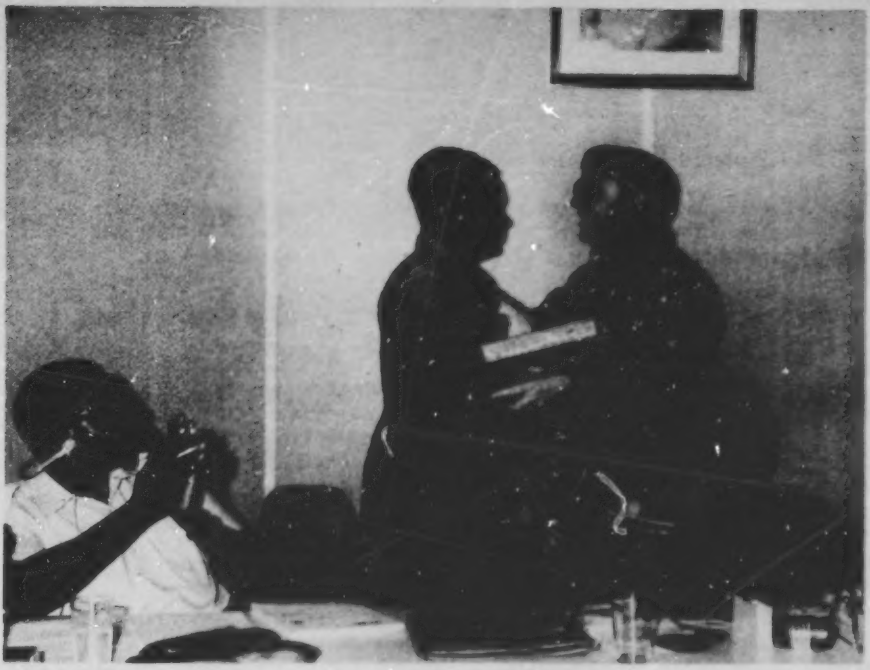
	Sw.Fr.
5, Avenue du Moulin - 2nd floor and parking	32,502
- 4th floor	4,380
Total lease commitments	36,882

None of the above leases fulfill the criterias for being accounted for as capital leases.

b) As of December 31, 1983, the Confederation has also one lease for two offset machines. This lease contract has started July 1, 1983, ending June 30, 1986. The future non-cancellable commitment as at year-end amounts to Sw.Fr. 22'200.

2. Other commitments

The Confederation is contractually commited to pay total accrued pensions of Sw.Fr. 34,464 to the benefit of a former employee. The commitment will be fulfilled by January 1986. These pension costs are expended during the remaining period as incurred.



Proceedings

1984 Assembly of Delegates Lomé, Togo August 3-9

Elections

The following persons were elected to hold office until the 1988 Assembly:

Vice-President: Anne Allangba
Members of the Executive Committee: Mary Hatwood Futrell
B.M. Mafukidze
Kiyoo Nakakoji
Edna Tait

The term of office of the following persons expired on August 9, 1984:

Vice-President: Ambrose A. Adongo
Immediate Past President: Motofumi Makieda
Members of the Executive Committee: Willard McGuire
Adelisa Almario Raymundo
Gerry Tickell

The following persons continue in office until August 1986:

President: James W. Kilgeen
Vice-President: Michel Gevrey
Members of the Executive Committee: Geoff Foster
Joseph O. Itotoh
Lars Erik Klason
Julio César Portillo Reyes
Hermes Zaneti

Admission of new member organizations

The following organizations were admitted to membership by the Assembly:

Sindikato di Trahado den Ensenansa na Korsou (SITEK) (Curaçao)
Organization of Cyprus Secondary School Teachers (Cyprus)
Pancyprian Greek Teachers' Organization (Cyprus)
Gibraltar Teachers' Association (Gibraltar)
Sindacato Nazionale Autonomo Lavoratori Scuola (Italy)
National Union of Liberian Teachers (Liberia)
Teachers' Association of Malawi (Malawi)
Montserrat Union of Teachers (Montserrat)
Nepal National Teachers' Association (Nepal)
Sindicato Unico de Trabajadores en la Educación del Perú (Peru)
Sindicato dos Professôres da Grande Lisboa (Portugal)
Federación de Enseñanza de CC.OO (Spain)
Federation of Elementary Education Teachers' Associations of Thailand (Thailand)
Zambia National Union of Teachers (Zambia)
Centrale de l'Enseignement du Québec (Associate Member)

William F. Russell Awards

The Russell Medals were awarded to two former Executive Committee members for their outstanding contribution to international understanding:

Jean Dauhard, former Secretary General of IFTA
André Dubay, former Secretary General of FIPESO

Future Assemblies

The Assembly decided on the following as future Assembly sites:

1988 - Melbourne, Australia
1990 - Latin America, the place to be selected by the Executive.

Resolution on the Theme

THE ROLE OF TECHNICAL AND VOCATIONAL EDUCATION IN HUMAN, SOCIAL AND ECONOMIC DEVELOPMENT

I. Preamble

1. Technical and vocational education in today's world is an important factor in the overall preparation of every young person for playing an active and creative role in the various areas of social and cultural life. It is essential to his or her personal development.

2. In referring to technical and vocational education, we must understand that reference is to those formal systems of education which directly or indirectly prepare the student for specific jobs or for entry to an occupational sector, as well as to preparatory or associated elements in basic education, according to the country, its history, and its manner and level of education.

   These systems vary mainly in the duration of studies, their relationship to productive activities, their official recognition in relation to social needs, and their integration into a continuous process of continuing education.

3. The more or less rapid development in science, the emergence of new technologies - in the field of communication, for example, - entail a rapid renewal of the technical and vocational education system. These changes create possibilities for independent development for developing regions. To young people they open prospects of new qualifications. If it is not well controlled, their introduction entails risks for employment prospects, various social functions, values and cultures.

4. The worldwide economic crisis, emergence of fierce competition and the lowering of the priority accorded to education increase these risks. In the developing countries, educational programmes are called into question. Poverty is on the increase instead of being eradicated.

   In the developed countries, employment structures are destroyed; unemployment is increasing, particularly among young people.

5. In this context, emphasis should be placed on technical and vocational education as part of a continuous process, part of the general effort of education for individual development and an attempt to meet collective needs of development. Whatever the existing structures, the

present distinction between academic and vocational education should be minimized. A better integration of practical activities and the acquisition of knowledge should be sought.

6. This new approach to technical and vocational education means that economic and social development should be stressed at national, regional and world level to reduce unemployment, and to put an end to the subordination of developing countries in the light of a new economic order.

7. It is thus that the role of the school should be asserted as a means to ensure general education of the young, promote their independence, waken their curiosity and their desire to learn, to develop their ability to reason, to stimulate their creative capacity, to broaden their vision of the world, to cooperate in a positive way with others and to assume responsibilities.

II. Structures

1. WCOTP recalls its commitment to ensuring that there exists for all people everywhere in the world, real equality of opportunity of access to various levels of education, including vocational education. This equality implies eradication of all forms of discrimination based on race, sex or social factors.

   It involves the implementation of specific measures for immigrant or minority groups as well as the disabled.

2. Vocational education integrated in the system of education as defined in the preamble will be more effective to the extent that it is backed by general basic education at as high a level as possible, and that it maintains close links between theoretical and practical instruction, refraining from establishing itself as a separate educational system, a really segregationist sub-division. The moment when vocational education begins may vary according to the various systems of education, taking into account social expectations.

   In any case the organisation of this education must be the responsibility of public education services in collaboration with the various social partners.

   Because every occupation involves an appropriate training, all levels of education, including higher education, are involved.

3. To meet the need for information and help, the education system must have at its disposal career counselling services staffed by specialists. Facilities for the students to familiarise themselves with the world of work will help them to make the choice of their careers in future, a choice which will take into account individual preference and social needs.

Structures for vocational education must, by their variety of possibilities and their appropriateness to the economic situation, permit the best possible implementation of the choices made.

4. However every student must be able to consider the possibility of reorientation in view of his or her interests and achievements. To this end, a system providing bridges between the various structures of the systems of education should make it possible to find the appropriate solution.

5. Such a measure will gain in effectiveness in proportion as the arbitrary division between general and vocational education, including separation at the structural level, is eliminated.

6. All vocational education involves a provision for equipment, premises and the means necessary for its effectiveness. These facilities should meet the exigencies of technological development. Their cost entails proper financial planning and the implementation of appropriate budgetary provisions.

7. There should be enough flexibility in the functioning of the structures to meet the continuing education requirements of people of all ages without a conflict developing with the demands imposed at the customary levels of the basic school system.

III. Content

1. The educational system has particular responsibility for preparing men and women to be integrated into active life. It should therefore enable them to acquire recognized qualifications. These should not be limited only to simple adaptation to existing jobs.

   For that reason the educational system cannot be developed without relating it to the world of work, or without knowledge and understanding of technology, its development and requirements.

2. As work is an important part of life for every individual, the preparation for active life through vocational education must be an aspect of a complete preparation for life in all respects, thus avoiding the limitation of vocational education to its utilitarian dimension alone.

3. In this regard, the content of education contributes in helping the student understand the implications of technology with regard to social and cultural issues; technology then being seen in the light of overall historical, economic and social development.

4. From the beginning of schooling, general education will also initiate children to technological approaches through practical activities, adapted to suit their age and the situation in the country.

5. The content of vocational education, defined in relation to the development needs of the country as well as the realities of the economic sector, must be capable of meeting both the immediate needs and the perspectives opened up by technical changes and the changing nature of skills and occupation.

6. This type of education which is a real link between the education system and the world of work, may include training at the job site (business establishment, factory, administration, agricultural establishment, cottage industry, etc...) to enable the student to understand the realities thereof. The educational system must therefore keep control over the organisation of vocational education in collaboration with those responsible for the reception of the student.

7. In all cases, vocational education for students will entail continuous assessment of progress.

8. WCOTP urges that careful attention be paid to the definition of the content and the objectives of every form of vocational education. Any tendency to place manual work in opposition to intellectual work must especially be rejected, otherwise the hierarchal ranking of occupations according to their present social status will be perpetuated or strengthened. In this regard, the media have a very important role to play.

IV. Implication for teacher education

1. The pre-service education of all teachers must take account of the realities of the economic and social environment and their direction of evolution.

2. This dimension of education will be the more effectively provided for to the extent that teachers are able to spend time in participating in various sectors of business and industry and of socio-economic activities.

3. Technical and vocational teachers must be provided with:

   (a) a training programme of good quality, starting with precisely defined conditions of recruitment. This implies the existence of a qualified corps of teacher educators;

   (b) those professional guarantees which apply to teachers as a whole, and comparable working conditions;

   (c) in-service education, courses for up-grading or re-training, and opportunities for spending periods of time in a work environment.

4. Those staff members of business enterprises who are called upon to deal with pupils during work experience programmes should have the opportunity of receiving a briefing on pedagogical matters, essential to their involvement in education activities.

5. WCOTP is convinced that the recruitment of teachers of quality for vocational education would be facilitated by providing appropriate salaries and attractive conditions of work.

V. Interaction between education and the working world : their respective roles

1. The goals of economic policies must not be subject to decisions and actions limited to the interests of productivity and growth, but must be thought out jointly by those responsible for the planning of education and of labour policies. The object of this is to arrive at a better definition of the kinds of industries and activities which will create jobs, as well as of the kinds and levels of education which will allow workers to cope better with technological changes and the social environment.

2. Vocational and technical education must create close linkages among the education system, higher education, the world of work and the economic sector.

3. Vocational education must go hand in hand with general education, with a varying degree of emphasis, regulated by the directions chosen by the pupil (courses of long or short duration). But at all times, it must maintain the inter-relationship among the world of work, technology and the school.

4. Far from being adversaries, the educational systems and the world of work must establish partnership relations, without the subordination of one to the other, the school being, because of its specific character, the pivot of educational activity. The need for interaction between technical and vocational education and the world of work must not lead to abandonment by public educational systems of their particular responsibilities in the education of young people. Thus, WCOTP affirms its stand against the subordination of this education to economic interests which may be contradictory to the interests of the country. To this end, the conferring of technical and vocational credentials and diplomas is a specific responsibility of the educational system.

5. This interaction contributes to the creation of a coherent education, a truly effective factor in the development of all countries.

6. Technologies imported by developing countries, whatever the sectors of productive activity concerned, must take into account the level of development, the real needs and the forms of social organisation of those countries, as well as the ability of their educational systems to incorporate them and make use of them. In this way, they will avoid being transformed into instruments for creating dependence.

7. This interaction presupposes (in structure and content) the establishment or development of close relationships between the world of productive work, the social partners - with representatives of workers, as well as teachers and their organisations, in the front rank - and decision-makers.

   These relationships will make it possible to define, in the interests of pupils themselves, the conditions and common goals of this collaboration.

8. This collaboration must lead to a reduction of the tensions between the productive sectors, which tend to expect that education systems will train young people to be directly usable, and educational systems, which have the objective of preparing young people to face technological and occupational transformations and changes.

9. Collaboration must also make it possible to avoid having the productive sector use young trainees as a convenient work force for their own productivity purposes. These young people in their initial vocational education are still pupils or students, whom the educational system must accompany through the various stages, including those which are provided outside the structures of the education service.

10. In such conditions, the involvement of the productive sector as a partner in vocational education must match the needs of the training programme itself, since the educational system cannot by itself cope with the demands involved in training a qualified and responsible worker, acquiring the practical, technical and general knowledge required.

11. Such interaction also contributes to the search for a better match between vocational education and access to work, and between work and training.

VI. WCOTP Activities

With the goal of implementing its policy in favour of technical and vocational education conducive to human, social and economic development, WCOTP :

1. will continue its action : against all forms of social or sexual discrimination; for equal access to complete education and training for the young, both boys and girls; for real opportunities for students, particularly those subject to disadvantage, to succeed in their working life, their social life and their personal life. WCOTP will pursue its action for immigrant workers and indigenous peoples, in order to identify better the outstanding problems related to their cultural situation and their economic conditions;

2. will develop action in support of life-long education in the technical and vocational fields;

3. will exert pressure on governments and through international bodies in opposition to the wastage of resources, of over-armament and in favour of increases in the resources available to enable education systems to respond to the need for change in technical and vocational education, with a view to peace and progress;

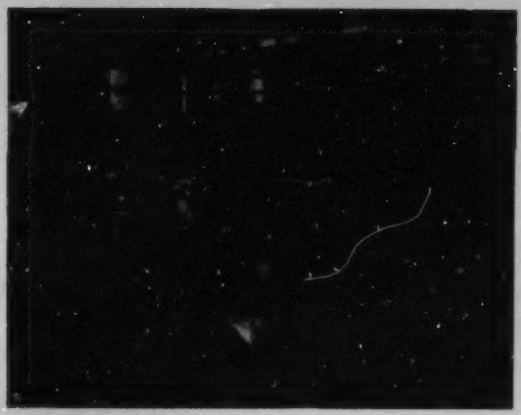
4. will strengthen its relations with Unesco and ILO, seeking the implementation of programmes at the world level and at regional levels related to the preparation of teachers for technical and vocational education and of appropriate research in these fields;

5. will support representations by its member organisations to their governments in favour of participation involving teachers organisations in the supervision and assessment of teaching programmes, and in the official recognition of qualifications, as well as in the further in-service education of teachers. It will also support the action of organisations in favor of the development of the public sector;

6. will support the action of teachers organisations, together with other pressure groups in the world of work, in a democratic process of determination of major social and economic objectives, including the fundamental requirements of education, the top-ranking investment for the future;

7. will cooperate with inter-governmental organisations in disseminating information on economic, social and educational realities, notably in the technical and vocational domain;

8. will thus contribute in 1985 to making International Youth Year a year of action, enabling all young people to play their part as active and responsible citizens and workers.



Policy Statements

POLICY STATEMENT ON TRADE UNION RIGHTS

The Assembly of Delegates of WCOTP, meeting in Lomé, Togo, August 3 to 9, 1984, resolves as follows:

1. Freedom of association is a fundamental civil right, and an indispensable condition for a democratic society.

2. WCOTP takes note of, and endorses, a Resolution adopted without opposition by the International Labour Conference in 1970, which states, inter alia, that

   > "there exist firmly established, universally recognised principles defining the basic guarantees of civil liberties which should constitute a common standard of achievement for all peoples and for all nations"

   and which explicitly lists the following, embodied in the Universal Declaration of Human Rights, as fundamental rights essential for the exercise of freedom of association:

   (a) the right to freedom and security of the person and freedom from arbitrary arrest and detention;
   (b) freedom of opinion and expression, and in particular freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers;
   (c) freedom of assembly;
   (d) the right to a fair trial by an independent and impartial court;
   (e) the right to protection of the property of trade union organisations.

3. (a) Freedom of Association must, for teachers, mean the right to form free and independent organisations for the promotion and defence of their rights and interests;

   (b) freedom of assembly must mean the right of teachers and their organisations;

   - to hold public assembly for the furtherance of their just cause;
   - to hold meetings at their place of work or other appropriate venues outside normal working hours;

   (c) freedom of opinion and expression must, for teachers, mean the right of teachers and teachers' organisations to express opinions and publish views without restriction or interference by the public authority through legislation or any other means.

4. Considering the nature of teaching, the protection of the professional freedom of teachers against all forms of harassment and intimidation must be recognised as a necessary and legitimate function of their organisations.

5. Teacher organisations must enjoy guarantees against interference by the employer or by the public authorities in conducting their activities and managing their affairs in accordance with the mandate given by their members.

6. Teachers, whether employed in the public or the private sector, must have legislative guarantees of the exercise, through their organisations, of:

   (a) the right to negotiate salaries and conditions of work on the basis of equality with their employers;
   (b) the right to conclude collective agreements;
   (c) the right of access to an impartial process for the resolution of impasse in negotiations;
   (d) the right to take industrial action including strike as a means of creating conditions for negotiations on an equal footing.

7. The exercise of the above rights must not be interfered with by the public authorities through legislation or by any other means, limiting the effectiveness of the right to organise, collective bargaining or the right to take industrial action - basic rights which should be accorded to all workers.

8. Teachers' organisations should be consulted on all matters of educational policy, and must have the right to appoint their own representatives for this purpose.

9. Teachers must have protection against arbitrary action by their employers on disciplinary grounds or on any other pretext, and must have a firm guarantee of recourse to impartial judicial or quasi-judicial processes in any matter affecting their employment status. Teachers' organisations must have the right to participate in establishing disciplinary machinery according to fair and objective criteria.

10. Teachers' organisations must have the right to affiliate to international organisations of their own choosing, and to communicate freely with such organisations and participate in their activities.

11. Teachers' organisations should promote the ratification and observance of I.L.O. Conventions 87, 98, 151 and 154.

POLICY STATEMENT ON EDUCATION, TRAINING AND ACCESS TO EMPLOYMENT FOR YOUNG PEOPLE

A. Preamble

1. Young people constitute a readily identifiable group with a distinctive perspective, a discernible culture, and a positive contribution to make to the development of society. To this extent, they have common needs and common interests.

2. At the same time, many of their attitudes and values derive from problems which they encounter, their membership in other social groupings, groupings based on social class, gender, ethnicity, religion and culture.

   To this extent, their experiences and their interests diverge.

3. A youth policy must endeavour to ensure equal opportunity and accommodate these twin perspectives and it must also acknowledge that adolescence is an authentic stage in development and not merely a transition to some notional maturity or a phase of preparation for adult life.

4. In any social and economic context, young people, in varying degree, encounter grave problems, which derive not from their own inadequacies, nor in many cases from those of their education, but from:

   i) changing economic situations which destabilize patterns of employment in all countries;

   ii) the application of certain economic theories which favour reliance on market forces and reject economic and social planning;

   iii) rapid technological change which generates changes in work patterns, often by the deliberate policy of employers, and may lead to structural unemployment, and

   iv) consequent changes in traditional social roles and values;

   v) the consequences of the rapid and escalating growth of armaments and the resultant diversion of resources to this purpose, which diminishes resources for education. As well as material consequences, this situation is psychologically damaging to young people who are conditioned to accept increasing levels of violence in society.

The effects of these changes include the continuing diminution of opportunity for young people to demonstrate their competence and develop independence.

All these factors produce a sense of anxiety and helplessness among young people, who find themselves living in a society which does not make enough effort to resolve the problems with which they are confronted and in which tensions and violence continually increase.

5. The most valuable resource any country has is its people; failure to develop this resource is doubly culpable in that

   i) it denies society the benefit of this potential;

   ii) it generates alienation and potential destructiveness among the groups whose capacities are undervalued and underutilized.

6. The defining characteristic of education is that it assists people to develop individual autonomy and to participate in shaping their own social reality.

7. The success with which a social system facilitates the transition of children from one stage of development to the next is a crucial test of its capacity to sustain its own stability and development.

8. In these last decades of the 20th century, there is little reason for satisfaction with the manner in which the transition of young people into mature independence has been accomplished, or with the socio-economic context in which it must be attempted.

9. The manifestation of this failure includes:

   i) widespread evidence that young people have difficulty in finding satisfying, productive and gainful employment;

   ii) a dangerous sense of frustration and alienation among many young people who feel undervalued and powerless.

10. These difficulties are compounded for those young people who belong to one or other of the disadvantaged groups in society.

11. The responsibility for assisting young people to establish independence must be shared by the whole community; it cannot be left exclusively to any group of professionals or to any specific institutions. Young people themselves should be involved in the formulation and implementation of policies which directly affect them.

B. Priorities

1. In industrialised countries, as in developing countries, unemployment has reached a critical level. Fear of chronic unemployment and lack of measures taken by employers and governments to resolve this problem creates a dangerous feeling of alienation and frustration among young people.

   i) Public leaders must create a sound employment policy, leading to a better transition from school to work and recognizing the importance of social and human considerations as well as economic goals.

   ii) During training and during the time when earnings are low because of the necessity to continue studies or to work part-time, subsidies should be given to young people for room and board and, if necessary, for child care and other expenses.

   iii) These measures should be coordinated to ensure quality in initial training, access to paid employment, and the possibility for proficiency courses during employment.

2. In many countries the problems are compounded by the fact that selective school systems, which persist for various reasons, cause a large number of young people to leave school too soon. Boys and girls are thus lacking the necessary qualifications and skills to enter the working market and to support themselves in a changing environment. They are deprived of the opportunity and motivation which would allow them not only to preserve knowledge obtained, but to use it.

   Schooling has often been insufficient in content and quality, with overcrowded classrooms, teachers insufficiently trained and overworked, with insufficient equipment and without help of essential support services.

3. Young people should benefit from a balanced education, that is, humane, professional, cultural and political and, at the same time, be able to do a job which has a certain social value.

4. Teachers' organisations should thus support the effort to establish a new international economic order.

   It is necessary to increase investment and assistance to create efficient school systems and support services to endow schools with qualified personnel.

   Teachers' organisations in more prosperous countries should press their governments to accord assistance to developing countries without placing restrictions on it, and to support international reforms which aim to ensure a higher level of independence for these countries in education planning.

5. In accordance with the Universal Declaration of Human Rights (UN 1948), the Resolution of the International Symposium on Education for Disarmament (Unesco 1980) and the Hiroshima Appeal (WCOTP-JTU 1982), teachers' organisations and teachers themselves should also:

   - show by example that peace and disarmament give hope for the future of the world;

   - prepare and apply programmes concerning education for human rights, for peace and disarmament, which use formal and non-formal methods and which associate parents, the union movement, the community and the media;

   - support, together with the people and all teachers of the world, movements which divert the thinking of public leaders from war, and direct it towards peace and disarmament, and therefore to the promotion of development and human dignity.

6. In all countries, it is necessary to make special efforts to improve present arrangements concerning education, training and access to employment for young girls, young women, people with physical, mental or cultural disabilities and other groups of society suffering particularly from neglect or disadvantage.

7. Although it is necessary to consider the needs of young people as a group in society with full rights, it is just as important that the rights and specific needs of each member of the group are taken into consideration by public administrators and the community.

8. Consequently, bold efforts have to be made to convert mentalities and thus to mobilise new energies to ensure expansion of the individual and of the community.

9. Given the complexity of the task implied in seeking a more objective perception of the situation of young people, their education, training and employment require the efforts not only of teachers but of the entire community. It requires an approach designed to give young people confidence and a sense of responsibility.

10. At the national level, teachers' organisations should work in collaboration with government, agricultural and industrial enterprises, organised labour and other agencies to foster equality of opportunity to education, training and access to employment of young people.

POLICY STATEMENT CONCERNING APARTHEID

Preamble

On the occasion of various Assemblies of Delegates, WCOTP has affirmed that the oppression of peoples, and the deliberate maintenance of economic and other inequalities, were factors which, because of their persistent adverse effects, militate against the establishment of peace within nations and among nations. In 1973 in Nairobi, the Assembly of Delegates expressed its total opposition to apartheid and to the exercise of authority by the minority without the consent of the majority. In 1977, the Lagos Assembly recalled the Nairobi declaration, and reiterated its unreserved condemnation of all forms of racial discrimination and of apartheid in particular. At Montreux in 1982, these declarations were reaffirmed and reinforced by a Resolution of the Assembly.

Declaration

WCOTP declares its outright condemnation of the Apartheid Policy of South Africa. WCOTP observes that repression, and the humiliating exclusion of the non-white majority from full citizen rights, are still being practised in South Africa, in direct and flagrant defiance of the International Convention of the Elimination of All Forms of Racial Discrimination, the International Covenant of Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights. Racial discrimination in education, which undermines the self-esteem and self-confidence of children in their formative years, is compounded by a policy of school finance which channels a disproportionate share of resources towards the schools of the priviliged minority. In addition, economic and employment policies create a degree of disadvantage in the home circumstances of children that enormously increases their handicap at school. Such policies run directly counter to the United Nations Declaration on the Rights of the Child, which, in principle 7, states:

> *"The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society."*

The policy of apartheid is also in violation of the first of the "Guiding Principles" of the Unesco/ILO Recommendation concerning the Status of Teachers, which reads as follows:

"Education from the earliest school years should be directed to the all-around development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms."

The policy of apartheid creates grievous injustices, and deprives unions of effective means of promoting the economic and social well-being of their members. WCOTP notes that the 1981 Sixty-seventh session of the International Labour Conference declared that :

"...apartheid still operates in a manner which deprives the Black population of free access to employment and training, full enjoyment of freedom of association and the right to organise, and equality of opportunity and treatment in the field of labour."

WCOTP also notes that the 1981 Conference of the ILO issued an "urgent appeal" to workers and trade unions in the member states to put into effect the recommendations of the 1980 Conference, including the following:

"4. To give financial and moral support to the African trade unions inside South Africa, including assistance to organisations' campaigns and educational programmes and legal and relief assistance to imprisoned and restricted trade unionists and their families."

Goals of WCOTP Action

Taking the foregoing into account, WCOTP reaffirms its commitment to the goals of equal opportunity through access to education, improvement of the quality of education, an acceptable economic status for teachers, and freedom for all to exercise fundamental human rights and trade union rights, as defined in successive international Covenants and Conventions.

WCOTP will pursue and develop its efforts against apartheid at three levels.

1. At the international level

In the specific field of education, WCOTP will make its contribution to the campaign which the international community is carrying on against apartheid. To that end, it will cooperate in the programmes of intergovernmental organizations, such as the United Nations, Unesco and the ILO, and will associate itself with the activities of non-governmental organisations whose policies are in conformity with the philosophy and objectives of the Confederation.

2. At the national level

WCOTP calls upon its member: (a) to work within their own countries to ensure the implementation of the anti-apartheid policies of the United Nations and its various agencies; (b) to make every effort at the national level to secure implementation of the various resolutions of the Nairobi, Lagos and Montreux Assemblies on racism and apartheid; (c) to take initiatives towards establishing, in each country, the National Committee for Peace which was recommended by the Nairobi Assembly (d) to make an evaluation of the curricula and school books used in their respective countries in order to eliminate from them any racist concepts.

Further, WCOTP reminds its members that teachers, because of the position they occupy, have a preeminent role to play with a view to establishing peace and attaining a world community, as called for by the Washington Assembly in 1976.

3. With regard to the Republic of South Africa

WCOTP reaffirms its support and solidarity for its full member in the Republic to South Africa, the African Teachers' Association (ATASA), composed of black teachers, victims of apartheid. WCOTP recognizes and commends the notable achievements of ATASA in improving the quality of schooling in black schools; congratulates it on its efforts towards the attainement of equality of salary for equal qualifications, and wishes it well in its continuing efforts to rectify the many remaining inequalities in the provision of educational services. Noting its unswerving and courageous commitment to the goal of social justice and the elimination of discrimination, WCOTP will continue to assist ATASA in:

(a) their struggle against apartheid;

(b) organising pedagogical in-service training courses for black teachers to help them to improve their professional qualifications;

(c) holding seminars and symposia devoted to educational, economic and trade-union matters;

(d) strengthening the association's structures so as to enable it to furnish the professional, socio-economic and cultural services that its members expect of it.

WCOTP will continue to encourage and facilitate the participation of its ATASA colleagues in the national, regional, pan-African and international meetings that it organises in order to encourage and develop contact between the members of ATASA and their colleagues of all races who work together within this great world-wide family of the teaching profession that the Confederation represents.

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POLICY STATEMENT ON EDUCATION OF THE DISABLED

1. Preamble

The term "disabled persons" means persons who, because of some deficiency, whether congenital or acquired, in their physical or mental capabilities are unable or have great difficulty learning without special help to secure for themselves the necessities of a normal individual and/or social life.

Scientific progress has shown that measures can be taken to prevent many forms of handicap.

Instruments and methods exist, and must be made as widely available as possible, for detecting problems caused by physical, mental or psychological handicaps as early as possible, so as to minimise their effects.

When handicaps have been detected, teachers are faced with the important task of preparing disabled persons, through education, for the fullest possible integration in all the activities of the physical community in which they must live.

2. Prevention of handicap

Since many forms of disability and handicap are preventable, attention must be given to health education, vigorous campaigns of public information, personal and environmental hygiene, the maintenance of good public health services, and especially the problems caused by lack of food for a balanced diet. Many handicaps could be prevented by improvements in health care for pregnant women and in obstetric practices, and by stringent controls on the introduction of new pharmaceutical products, with special attention to the possible effects of their use by women before and during pregnancy. The incidence of psychological and emotional disorders could be reduced by educational assistance measures for future parents and parents of young children, and by measures to improve working conditions and the quality of life.

3. Early detection, observation and assistance

The earlier a problem is detected, the better are the chances of minimising its effects.

On-going observation of children should start at the earliest age if difficulties or handicaps of all kinds are to be

prevented or remedied early and hence efficaciously. Observation should be followed by analysis of problems encountered, appropriate assistance, and periodic assessment of the results achieved.

Public authorities must therefore set up pluri-disciplinary educational, psychological, welfare and medical teams, on the one hand in welfare services for infants and young children, on the other hand in schools within the framework of the teaching staff with parent participation, while safeguarding the disabled child's right to privacy. Qualified personnel will be required for that important task.

4. Education

a) The goal of the education of the disabled must be to bring about their fullest possible integration into the life of the community, as responsible persons, workers and citizens, with the greatest possible degree of control over their own lives.

b) All children, regardless of their degree of handicap, have the right to be educated in a manner and to a level that approximate as nearly as possible the norms of their community.

To the fullest extent possible, education of the disabled should be in the regular educational system in diversified forms and on the basis of individual and evolving curricula, with the necessary specialized educational and medical supplementary facilities.

c) Throughout the educational system there must be observation, prevention and assistance services specialized in the pedagogical, psychological, educational, social and medical aspects and integrated in schools and school establishments, with a view to ensuring optimum school placement of disabled children and limiting as much as possible any placement in external specialized educational structures.

d) The parents of disabled children must be associated in the task of observation and of analysing difficulties and in all decisions regarding any necesary specialized aids or placement. This association must also include the possibility for parents to have access to the child's file and record.

e) All teachers must, in their initial and continuing education, be prepared for acceptance and identification of the differences among pupils (particularly those who are disabled), for teaching these children in an integrated setting, and for all teamwork that their responsibilities imply.

f) Supplementary pre-service and in-service education must be available to those teachers who choose to specialize in teaching the handicapped and disabled.

g) Special provisions for the disabled must include the modification of curriculum to provide instruction in the specific skills and knowledge required for independent living.

h) It is essential, prior to any decision regarding a disabled child, to take into consideration such factors as class size, medical and paramedical support services and the availability of appropriate learning aids, and to make every effort to plan and coordinate elements of the educational situation to the fullest possible advantage of the child.

5. Goals of WCOTP action

To facilitate the realisation of the above principles, WCOTP reaffirms its total commitment to the promotion of education for all people, including the disabled, in regular educational establishments, as a matter of right. WCOTP will pursue and develop its efforts to aid the pursuit of education for the disabled at two levels.

a) At the international level

WCOTP will make its contribution to the campaign to stimulate the international community's total awareness of the pressing desirability to give full attention to education of the disabled. To that effect it will cooperate in the programmes of intergovernmental organisations, such as the United Nations, Unesco and the World Health Organisation and will associate itself with the activities of NGOs whose policies are in conformity with the philosophy and objectives of the Confederation.

b) At the national level

WCOTP will encourage national teacher organisations to bring to the notice of governments the desirability of pursuing education for the disabled and give all kinds of encouragement and support possible to governments towards the realisation of these objectives. WCOTP will make available to national member organisations all available documents to aid their efforts in participating in the various forms of campaigns to inform and educate governments, communities and parents on their roles in the education of the disabled.

6. Teachers and teachers' organisations should be consulted by the relevant governmental or service agency in the formulation of educational and training programmes for the disabled.

POLICY STATEMENT ON SCHOOL LIBRARIES

Introduction

At WCOTP Assemblies in the late sixties, delegates interested in school libraries met to discuss their common concerns. These meetings led, first to the creation of an ad hoc Committee of WCOTP, and then, in Jamaica in 1971, to the founding of the International Association of School Librarianship as an International Associate Member of WCOTP.

During 1980 and 1981, the Association worked on the creation of a position paper on school libraries and resource centres. The draft paper was circulated to WCOTP member organisations for comment in August 1981. A revised draft was examined by the WCOTP Executive Committee in March 1982, and further comments were then offered to the IASL.

The draft now presented is therefore the result of a long process of discussions and exchange of viewpoints. The Executive Committee of WCOTP recommends its adoption as a statement of WCOTP policy.

* * * * *

Principle 7 of the UN Declaration of the Rights of the Child states: "the child is entitled to receive education which shall be free and compulsory at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society". (1)

The existence and utilization of the school library media center is a vital part of this free and compulsory education to which the child is entitled. The school library media center is essential to "the development of the human personality as well as the spiritual, moral, social, cultural and economic progress of the community". (2)

The purpose of the school library media center is to aid in the fulfilment of the instructional goals and objectives of the school and to promote this through a planned program of acquisition and organization of appropriate media and technology and through instruction in the exploitation of information technology; and dissemination of materials to expand the learning environment of all students.

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(1) Adopted unanimously by the General Assembly of the United Nations, November 20, 1959.

(2) Guiding Principle of the UNESCO/ILO Recommendation re the Status of Teachers.

The school library media center provides a wide range of resources, both print and audovisual, and access to data which promotes an awareness of the child's own cultural heritage, enhances his knowledge of people different from his own and provides the basis for an understanding of the diversity of other cultures.

Functions

The school library media center functions as a vital instrument in the educational process, not as a separate entity isolated from the total school program but totally involved in the teaching and learning process. Its goals could be expressed through the following functions:

1.	Informational	a center for reliable information, rapid access, retrieval and transfer of information.
2.	Educational	promotion of continuous lifelong education through provision of the facilities and atmosphere for learning; guidance in selection and use of materials, training in information skills and promotion of intellectual freedom.
3.	Cultural	to improve the quality of life through the presentation and support of the aesthetic experience, guidance in appreciation of arts, encouragement of creativity and development, of positive human relations.
4.	Recreational	to support and enhance a balanced and enriched life and encourage meaningful use of leisure time through provision of recreational information, materials and programs of recreational value, and guidance in the use of leisure time.

Materials

"Appropriateness" implies:

(a) an awareness of the total range of information and communication technology;

(b) variety concerning many fields of knowledge and recreational activities;

(c) materials devised to serve children within the range of their cognitive, affective and psychomotor skills;

(d) appeal to children's interests;

(e) utilization of the student's primary language;

(f) reflection of the cultural interests valued by the children's families;

(g) application to the economic environment.

Facilities

All school media centers from basic pre-school through secondary level, need adequate space in which to exploit the technology available for preparation, processing and storage of all library materials, as well as space to enable students and teachers to utilize fully these materials through reading, viewing and listening skills. The plans should fit functionally into the general arch tectural design of the school, located near natural centers of traffic with easy accessibility to all users including the disabled and handicapped. Consideration might also be given to the use of the media center outside normal school hours. There is a need for flexibility and scope for future expansion and rearrangement of space and use with adequate provision of electrical outlets to allow this. Attention must be given to lighting, acoustical treatment of floors and ceilings, control of temperature and humidity and furniture and shelving suitable to the age of the users.

Personnel

Establishment of the school library media center requires that all persons who are affected by the use of it learn how it should be used effectively and efficiently. Administrators provide the leadership for such use. Preparation for these administrators, as for all teachers, should include information about the role of the school library media center in the learning process and in the planning and implementation of the teaching activities. The administrator should be aware of the specialist librarianship skills which the school librarian needs in addition to his/her professional training as a teacher, so that he/she can more effectively coordinate the role of the librarian in the school, including the preparation of the budget and arranging the school schedule so that students can make greater use of library materials and facilities.

This greater understanding of the librarian's role will enable the administrator to encourage teachers to work more closely with him in planning learning activities for the students; assisting the school librarian with the evaluation of the effectiveness of library media services and with plans for continually improving the materials, equipment and services offered by the school library media center so that it keeps pace with developments in information and communication technology.

The International Association of School Librarianship advocates that professional school library media specialists be qualified teachers who have, in addition, completed professional studies in librarianship. This type of preparation ensures that teachers receive assistance from professional personnel who have an understanding of the educational program and practices of the child's school. This assistance to teachers may concern: development of the curriculum, the educational activities offered by the school to the child, as well as daily and intermittant planning concerning the uses of materials, information technology and equipment for the child's education.

Lifelong Education, Skills, Literacy Development

The skills learned by the student through the school library media center

provide the child with the means of adapting himself/herself to a wide variety of situations, enabling education to be continued throughout his/her life even in adverse conditions. The school library media center promotes literacy through development and encouragement of the reading habit. The reading habit is encouraged by the school library media center through the selection of appropriate and appealing reading materials, promotion of activities to attract students to use reading materials, encouragement of activities to help the child express recreational interests as well as to fulfil instructional assignments. Reading, viewing and listening activities all stimulate and reinforce the child's interest in the development of reading skills.

In addition, the student is provided with an insight into the full range of information and communication technology, as it is available to him or her; he/she is provided with instruction into the utilization of this technology so that he/she can locate and evaluate information to answer educational and recreational needs and interests, thus being able to construct visual, recorded and audio-visual messages as appropriate for purposes of communication. These skills promote lifelong learning. Acquiring these skills enables the child to continue independent learning even where his or her education is interrupted by natural disasters and social unrest.

In lesser developed countries, education systems should be encouraged to extend the learning environment beyond textbook and teacher into the school media center, rudimentary as it may be. This could well reduce the incidence of lapsed literates who swell the number of genuine illiterates, making government programs to eradicate illiteracy expensive and prolonged.

Government and public support

The establishment of good school library media center services can demonstrate that public authorities are fulfilling their responsibilities to implement education which will enable children to become useful members of society.

The school library media center provides materials as sources of information for parents and social agencies to use in serving the needs of children in the home, pre-school, school, and after-school environments. The informational and recreational needs of girls as well as boys in both rural and urban areas are served.

For societies and public authorities endeavouring to promote the education of the child, one of the measurable achievements which can be observed is the provision of the tools for education where there were none or the improvement in the quality of the tools provided where formerly these were inadequate. Where education shall be free and compulsory, the need of the child for educational tools is greatest. The society that invests in tools for the child invests in its own future.

Non-theme Resolutions

Non-theme resolution

REGARDING NOTICE OF WITHDRAWAL FROM UNESCO BY THE UNITED STATES ADMINISTRATION

The XXX Assembly of Delegates of the World Confederation of Organisations of the Teaching Profession, meeting in Lomé, Togo, during August of 1984, supports strongly the resolution regarding UNESCO which was adopted by the WCOTP Executive Committee at its March 1984 meeting.

The XXX Assembly of Delegates commends the National Education Association of the United States of America for its efforts to continue the membership of the United States in UNESCO despite the announced intention of the Reagan Administration to withdraw from that international organisation, and the Assembly recommends that all WCOTP member organisations work within their respective countries, and within their national commissions for UNESCO where they may hold membership, in an effort to advocate for and maintain universal multinational support for UNESCO's important programmes for the world's children.

The Assembly further recommends that WCOTP member organisations take guidance in their advocacy to their respective national governments, and national commissions for UNESCO from the WCOTP Executive Committee action set forth in the text which follows:

Annex 5
Executive Minutes
14-17 March 1984

The Executive Committee:

A. reaffirms basic WCOTP concerns for:

1. the implementation of an effective international plan aimed at the attainment of education for all;

2. the promotion in all countries of education for international and intercultural understanding, for genuine peace with justice between and within nations, and for respect for human rights;

3. the building of public support for the principle of multilateral cooperation, exercised through universal and effective international organisations;

B. maintains WCOTP's support, as expressed frequently in the past, for Unesco and more particularly for those of its programmes which respond to the concerns stated above;

C. resolves:

1. to support the position of the National Education Association, which, through the U.S. National Commission for Unesco, opposed the withdrawal of the United States from Unesco, and seeks a positive resolution of the present dispute;

2. to provide the fullest possible WCOTP back-up for NEA action, working through WCOTP's consultative status at Unesco. This back-up will include facilitating communications, the transmission of accurate information, the availability of WCOTP officers for consultation, and the release of public statements as necessary;

3. that WCOTP consult other international non-governmental organisations with status at Unesco, and with affiliates in the United States, concerning the possibilities for developing a common strategy;

4. to recommend that WCOTP member organisations, particularly those in the industrialized nations, remain vigilant with respect to governmental actions affecting international cooperation in education, and specifically the programmes of Unesco, and

5. that to this end the WCOTP secretariat provide members with all necessary information.

Non-theme resolution

WCOTP ACTION ON OECD ACTIVITIES

PREAMBLE:

WCOTP expresses its grave concern at the economic assumptions underlying the approach of the OECD toward economic development including assumptions about the inevitability of mass unemployment and the belief that economic recovery is based on private as opposed to public expansion.

It is important that the OECD abandon its monetarist approach to education funding as antipathetic to the social and economic futures of OECD countries, particularly in a time of rapid technological change.

Further, WCOTP is concerned that the OECD documentation does little to acknowledge the intensification and deepening of disadvantage throughout the world.

OECD must address the issues of equality of opportunity and move towards more equal educational outcomes, particularly with respect to women, girls and working class people. This is necessary for the establishment and maintenance of democratic societies.

Moreover, WCOTP stresses that education should be a government responsibility and expresses continuing opposition to developments leading to the privatisation of education.

WCOTP acknowledges the great potential that exists with respect to the planned OECD Education Committee meeting of Ministers (Nov., 1984 - Paris), but believes that the preliminary OECD documents continue to focus the attention of OECD countries on ways of restricting government expenditure on public education, rather than establishing the agreed needs of children and young people, and promoting funding recommendations consistent with those needs.

ACTION:

1. WCOTP is urgently requested to prepare a response to the OECD draft paper "Quality in Education", documenting the major issues that OECD should be addressing, and including a brief critique of both the educational and economic stand taken by OECD.

2. The WCOTP response document should be prepared in consultation with appropriate WCOTP affiliates.

3. WCOTP should send the response document to appropriate affiliates urging them to immediately enter negotiations with their Education Ministers well before the November meeting of Ministers in Paris.

4. WCOTP strongly urges affiliates within OECD to make contact with Education Ministers to express their concern at the OECD directions, especially restrictions on and cuts to funding of public education.

5. WCOTP should seek a meeting with appropriate Education Ministers in Paris prior to the OECD meeting.

WCOTP REPRESENTATION AT TUAC/OECD

WCOTP regards the present arrangements as unsatisfactory and:

1. Will use all avenues to influence the policy of OECD;

2. Calls on all affiliates who are members of or recognized by their trade union centres to seek the fullest possible involvement of WCOTP in TUAC when it is considering educational issues;

3. Will convene meetings between the WCOTP Secretariat and TUAC Education Working Group members, immediately prior to meetings of the working groups.

Non-theme resolution

ON THE ACTION TO SAVE LIVES OF CHILDREN

Considering that according to the latest UNICEF "White Paper on the State of Children in the World", 40,000 children every day and 14,600,000 in a year die from malnutrition and resulting diseases;

Noting that these children are deprived not only of the right to study but also the right to live;

Recognising that many United Nations agencies including UNICEF, UNESCO, WHO and UNHCR have promoted various activities to save the lives of children, and convinced that the teachers who are directly responsible for the education of children cannot shut their eyes and remain silent;

The XXX WCOTP Assembly of Delegates therefore calls upon all member organizations to develop effective actions, including raising funds, to save the lives of children in developing countries, as well as to promote education for international understanding, human rights and peace.

The XXX WCOTP Assembly mandates its Executive Committee:

1. to inform itself of the activities of member organizations;
2. to communicate the results to every member organization, and;
3. to examine the possibility of further promoting this campaign.

Non-theme resolution

INTERNATIONAL UNITY OF THE TEACHING PROFESSION

That a report be prepared by the WCOTP Executive Committee for consideration by the 1986 Assembly concerning the international unity of the teaching profession.

Furthermore,

That this report deal specifically with:

(a) The historical relationship among the four teacher internationals.

(b) Current relationships;

(c) The issues that separate the internationals, currently;

(d) The current issues upon which the internationals are agreed or those upon which they have worked, or can work, together;

(e) A strategy for achieving a better and closer relationship among the four teacher internationals.

Non-theme resolution

INDIGENOUS PEOPLES

Noting the call of the 1982 Assembly of WCOTP for members "to study the needs of ... indigenous people who constitute small minorities in their own countries ... and to develop programmes for meeting those needs, particularly through school and educational agencies", this Assembly urges where such minorities exist, that members give priority in implementing teacher education policies to:

1. Special provisions for entry to teacher education programmes for members of indigenous minorities, if they are to serve in areas of need.

2. Provisions of incentives, special entry arrangements and support services within teacher education programmes in order to encourage members of indigenous minorities as teachers.

3. Inclusion in teacher education for all teachers of the study of curricula for indigenous minorities and specific material concerning the languages, cultures and social and economic backgrounds of children who are members of such minorities (in line with items 16e and 16g of WCOTP teacher education policy as adopted at the 1982 Assembly, and the 1984 theme resolution).

Non-theme resolution

The following was adopted in principle subject to the clarification that paragraph 2(c) is without prejudice to the right of member organisations of WCOTP, in a particular national context, to support the provisions of public school systems of specific denominational or cultural character.

PUBLIC EDUCATION

This 1984 WCOTP Assembly reiterates its insistence that governments hold responsibility for high quality government educational institutions that provide education of the highest standards accessible to ALL children irrespective of social, cultural, religious, ethnic, political or economic background.

2. WCOTP declares that all people should have effective access to a public school system of the highest quality and underpinned by the following principles.

   (a) Public systems should serve public interests and should pursue public purposes.

   (b) Public systems should give effect to principles of democracy, and the often repeated United Nations' educational goals of tolerance, understanding, friendship and cooperation between all peoples.

   (c) Public systems should be open to all people and should neither exclude or otherwise disadvantage individuals or groups on the basis of exclusion or selectivity or discrimination on racist, sexist or other exploitative grounds.

3. WCOTP therefore opposes the trend in many countries towards subsidising private education at the expense of public education, and towards transferring responsibilities for education and training from the public sector to the private sector.

4. The 1984 WCOTP Assembly of Delegates requests WCOTP Executive to initiate actions that result in:

   (a) WCOTP affiliates considering this resolution and negotiating with governments for its implementation;

(b) WCOTP affiliates transmitting similar resolution to UNESCO and OECD (with a copy to WCOTP for reference to WCOTP affiliates);

(c) the placement of this issue, by WCOTP, on the agenda of relevant international forums between 1984 and the 1986 WCOTP Assembly;

(d) an analysis of the worldwide trends being reported, with appropriate recommendations, to the 1986 WCOTP Assembly;

(e) WCOTP affiliates within OECD countries making immediate submissions to the OECD and TUAC based on this resolution; with direct negotiations with national Ministers of Education prior to the OECD Education Committee Meeting of Ministers (November 1984).

5. Finally, WCOTP Assembly requests the Executive Committee to meet with UNESCO to have these principles incorporated into their documents.

Lomé - RES - 6

The following DRAFT NON-THEME RESOLUTION was referred to the WCOTP Working Party on Women in Education:

In line with earlier WCOTP decisions, at both world and regional levels, in relation to affirmative action for women in education and in WCOTP, this Conference urges WCOTP to give priority to:

1. The establishment and adequate resourcing of an ongoing WCOTP women's committee, to ensure that the work of the working party, recently established by the Executive, is continued and expanded.

2. The creation of a women's officer position in the WCOTP secretariat.

3. The effective organisation of the WCOTP secretariat as a clearing house for the dissemination of information about women and women's issues among affiliates.

4. The development of policies and strategies to ensure the implementation of affirmative action for women at all levels of decision-making within WCOTP in order to properly reflect the membership of women of WCOTP, and issues affecting them. All affiliates should be encouraged to include women in their delegations to WCOTP conferences, and all WCOTP forums should include discussions about women's issues.

5. Encouraging all affiliates to implement affirmative action programmes for women in their own countries, both in education structures and in their unions.

6. Exploring ways and means of obtaining adequate funding for an effective women's committee, the women's officer position and the implementation of WCOTP's affirmative action programmes.

Lomé - RES - 1

NEW ECONOMIC ORDER

Note: Drafts of resolutions on this topic were referred for study by member organizations. The Executive Committee was directed to prepare a final draft for presentation to the 1986 Assembly.

The following DRAFT NON-THEME RESOLUTIONS were accepted as requests for study, investigation and appropriate action by the Executive Committee:

BRAZIL

(Orig. Sp.)

The XXX Assembly of Delegates of the WCOTP from 85 countries, meeting in Lomé, Togo in Africa, approves the motion of support for University lecturers in Brazil, who have been on strike for three months demanding better teaching conditions and defending free public education.

Likewise, the Assembly calls upon the Brazilian authorities to re-establish an effective means of negotiation and to meet the demands of teachers finding a concrete solution to education problems in Brazil.

CENTRAL AMERICAN TEACHERS PREPARATORY MEETING FOR THE LOME ASSEMBLY

(Orig. Sp.)

Considering that:

1. the teacher, in his capacity as educator of new generations, has to identify with the struggles of his own people to overcome and to preserve peace, respect for human rights, a true democracy, the respect for the sovereignty of his fatherland, and the right to self-determination according to each country's needs;
2. Central American teachers are obliged to fight alongside their people for better living and working conditions;
3. internal as well as external pressures of different forms in each country, increase social injustice in Central American countries;

Be it resolved to:

1. reaffirm our commitments, as teachers, to fight alongside our people until peace, a true democracy, the respect for human rights, national sovereignty and our people's right to self-determination, are won.
2. condemn mismanagement of our governments and the economic policy applied by the International Monetary Fund.
3. request the Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) held in Lomé (Togo) to adopt our resolutions which should be concretized immediately by the issuance of the following communiqués:

(a) To request that the President of Honduras, Dr. Roberto Suazo Córdoba, use his good offices to intervene for:

(i) the recognition of the legitimate leaders of COLPROSUMAH, i.e. those presided over by Prof. Carlos Zúniga;

(ii) the transfer of material property (offices and funds) to the legitimate leaders;

(iii) the removal of government interference in the internal affairs of COLPROSUMAH and the other Honduran teachers' associations, allowing the self-determination of these trade unions and all other social and political organizations in this country.

(b) To demand that the President of the Republic of Salvador, José Napoleón Duarte, and the Minister of Education, Prof. José Alberto Buendía Flores, take a quick decision on the petition presented by ANDES 21 de Junio with regard to the improvement of medical and hospital services, as well as other demands made.

(c) To request the President of Costa Rica, D. Luis Alberto Monge, and his government to honour their commitments contracted under the conventions signed with the "Frente Magisterial Costaricense".

(d) To request that the President of the Republic of Panama, Dr. Jorge Ylueca, and the Minister of Education, Dr. Susana Richa de Torrijos, consider the proposal made by the "Comision Co-ordinadora de Educacion Nacional" for the restructuring of the Panamanian educational system.

THE EDUCATION SITUATION IN CHILE

(Orig. Sp.)

Considering that:

1. The education policy of the government of Chile is based completely on free-market economic policies, which means in practice the reduction of education budgets, the dismissal of thousands of teachers for ideological reasons, prison terms for a number of them and even the assassination of teachers, as in the case of Héctor Patricio Sobarzo Núñez, a teacher and member of AGECH, who was assassinated a month ago by the Chilean Security Forces;

2. AGECH, a teachers' organisation in Chile, after having appealed for equal treatment for professional and union matters, the defence of teachers' rights and education in Chile did not obtain any solution to its critical problems, which, on the other hand, are becoming more acute.

The XXX Assembly of the WCOTP

Agrees to:

1. Show its solidarity and to support fully the struggle of the Chilean teachers represented by AGECH.
2. Demand that the Chilean government give sufficient guarantees to AGECH and its leaders to exercise their trade union and professional rights.

EDUCATION AND CULTURE IN CURAÇAO

(Orig. Sp.)

The XXX Assembly of Delegates of the WCOTP

Considering that:

1. the education system in Curaçao is imported and goes against the culture and the national identity of the people of Curaçao;
2. the dominant and privileged sector profits from such a system which also imposes the use of a foreign language as an instrument of domination in education;
3. the people of Curaçao deem it necessary to change the education system so that it can be transformed into an instrument truly affirming their national identity;
4. the people of Curaçao demands respect for its culture and national values as well as respect for its mother tongue, Papiamento, as an educational tool;
5. the people of Curaçao demands that the change in the education system should, among others, mean full access to instruction without exceptions or privileges of any kind;

Decides:

to give its full support to the demands of the people and teachers of Curaçao in the defence of their culture, education and the use of their own language in education.

THE DEPENDENCE OF CURAÇAO

(Orig. Sp.)

Noting:

1. that Curaçao, situated in Dutch Antilles, continues to be a Dutch colony;
2. that all people have the right to self-determination and to affirm their culture and nationality and to shape their own destiny;

3. that the teachers of Curaçao identifying with the unions and the people of Curaçao participate in the process of decolonisation;

The XXX Assembly of Delegates of the WCOTP agrees:

to support the demands of the teachers and the people of Curaçao in their process of decolonisation.

RESPECT FOR THE TERRITORIAL INDEPENDENCE OF THE REPUBLIC OF CYPRUS

(Orig. Eng.)

The WCOTP Assembly, held in Lomé, Togo, from 3-9 August 1984 condemns the Turkish invasion and occupation of the northern part of Cyprus, and calls upon Turkey to respect all the U.N. resolutions for Cyprus, to withdraw its troops from the island and restore the violated human rights of all Cypriots.

The Assembly also condemns the declaration of the so-called "Turkish Republic of Northern Cyprus" and calls for its withdrawal.

Furthermore it stands in solidarity with Cyprus in its struggle for independence, sovereignty, territorial integrity and unity, non-alignment and demilitarisation. It supports a Cyprus state which will belong to all its inhabitants regardless of religious, racial or any other discrimination.

FREEDOM OF ASSOCIATION OF THE TEACHERS OF NEPAL

(Orig. Eng.)

considering that Article 8 of the International Covenant on Economic, Social and Cultural Rights asserts unequivocally that the Freedom of Association is a fundamental economic, social and cultural right;

mindful that His Majesty's Government of the Kingdom of Nepal voted for the adoption of this Covenant as well as the Covenant on Civil and Political Rights;

recalling that Convention 87 of the International Labour Organization recognizes the Freedom of Association, and that Convention 98 of the same organization recognizes the Freedom of Association and Collective Bargaining, as basic rights of all peoples;

aware that His Majesty's Government of the Kingdom of Nepal is inter alia, a member of the United Nations and the International Labour Organization and has thereby accepted the obligations which such membership involves;

This XXX World Assembly of the World Confederation of Organizations of the Teaching Profession expresses its deep concern that H.M.'s Government of the Kingdom of Nepal:

(a) has delayed to give official recognition to the Constitution of the Nepal National Teachers' Association although that Constitution was approved by the Honorable Minister of Education

(b) has in various ways victimized teachers for participating in activities recognized as lawful by the above-mentioned Covenant and Conventions

(c) disrupted by force a peaceful meeting of the Nepal National Teachers' Association causing bodily harm to men and women teachers and, further,

(d) refuses to consult the said teachers'organization in the formulation of education policy, and

calls on H.M.'s Government of the Kingdom of Nepal to fulfil its obligations as a member of the United Nations and of the International Labour Organization and to recognize the right of teachers which the above mentioned Covenants and Conventions are designed to guarantee, and thus to ensure for teachers' conditions conducive to their making an effective contribution through education to the economic, social and cultural progress of the Kingdom of Nepal.

NICARAGUA

(Orig. Sp.)

The XXX Assembly of Delegates of the WCOTP, having met in Lomé, Togo, from 3 - 9 August 1984, and considering:

1. The difficult and explosive situation being experienced by the Central American region as a result of the policy of intervention of the Reagan Administration which at the same time supports the unpopular governments in the region, finances and directs an undeclared war against Nicaragua and its revolution through the use of mercenaries and counter-revolutionary military units;

2. That the cruel and unjust war being waged against the people of Nicaragua at the economic, military and political levels, is resulting in a daily loss of precious human lives, serious damage to its economy with the mining of its ports, the destruction of its centres of production, oil tankers, the suspension or reduction in meat and sugar production; the destruction and obstruction of development programmes in health and education, including the destruction of rural infant centres, the closure of more than 30 health centres, 647 adult education centres, 138 primary schools, the destruction of 15 other

schools and the non-construction of 27 school buildings, in addition to the assassination of 159 teachers, 15 health workers and the displacement of 120,647 farmers who were forced to abandon their farms and cultivations because of counter-revolutionary action;

3. That this situation has been discussed in various international fora to which Nicaragua has recourse, including the International Court of Justice in The Hague, the highest court in the world, which ordered the US to cease all acts of aggression against Nicaragua;

Agrees to:

1. support the people of Nicaragua in their just struggle to defend their motherland and the right to the recognition of their self-determination, sovereignty and independence.

2. form a uniformed bloc developing concrete actions to condemn the policy of aggression of the Reagan Administration against the people of Nicaragua and to halt military aggression in the Central American region, which could unleash a war of disastrous consequences for our peoples.

3. launch an effective solidarity campaign of material contribution to education in Nicaragua and to the reconstruction of the country counter-acting the damages caused by aggression. This campaign, in concrete terms, could be the donation of one US dollar from each teacher who is a member of the WCOTP.

EDUCATION AND TEACHERS IN PERU

(Orig. Sp.)

Considering that:

1. the Peruvian government's education policy demonstrates the IMF's tendency to reduce education budgets and consequently, it aggravates the need for material infrastructure in schools and universities as well as the worsening economic, professional and social condition of teachers;

2. SUTEP, a Peruvian teachers' organisation, has achieved legal status after 12 years of struggle, despite this, the government of Peru does not offer SUTEP and its leadership the guarantees necessary for full development and trade union activity, a situation clearly demonstrated by the curtailment of bargaining rights, trade union licenses for its leaders, persecutions, unlawful detentions, arrests and assassinations.

The XXX Assembly of Delegates of the WCOTP

Agrees to:

1. show its solidarity and support for Peruvian teachers represented by SUTEP and demands that the government of the country, in accordance with national legislation and international agreements, agree to offer greater guarantees for SUTEP and its leaders to exercise their trade union rights, as well as to put an end to the persecutions, disappearances, arrests and assassinations of Peruvian teachers;

2. propose to the government that it ought to give priority to the budgets for education, health and food and, consequently, to increase expenditure in the educational sector, and improve the economic, professional and social condition of Peruvian teachers.

EDUCATION AND EDUCATION WORKERS IN URUGUAY

(Orig. Sp.)

Considering that:

1. Education in Uruguay is experiencing the greatest deterioration in its history owing to the transfer of funds from education and other services to national defence, because of the national security policy which violates teachers' rights and the Universal Declaration of Human Rights. This is evidenced by the arrests of hundreds for political and trade union reasons, thousands in exile and scores of detentions and disappearances in Argentina, Paraguay and Uruguay, and massive lay-offs of thousands of public servants among which are more than 3,000 teachers which represents more than 10% of the teaching force in Uruguay;

2. Teachers' organisations have been suppressed for more than 10 years and that existing teachers' organisations are not recognized as well as the resolutions and recommendations of international organisations such as Unesco and the ILO are not respected;

3. The policies imposed have repercussions on teachers' salaries and the education system;

The XXX Assembly of Delegates of the WCOTP

Agrees to:

Stand firmly behind and support the Uruguayan teachers represented by the Coordinadora de Sindicatos de la Ensenanza del Uruguay in their struggle for a democratic education for the people, just salaries, general and unconditional amnesty and the re-establishment of full rights.

WCOTP Programme 1985-1986

Introduction

1. The main function of WCOTP, as set by its Constitution, is to exert "independent political influence" on behalf of teachers, in favour of such goals as equality of opportunity through education, peace, justice and the protection of human rights. Dedicated to the cause of teachers, WCOTP pursues "the promotion of their viewpoint, the defence of their rights and interests, and the advancement of their status".

2. These goals determine, and, unless and until they are changed by the Assembly of Delegates, must continue to determine, the priorities for the programme of WCOTP.

3. Accordingly, the principal aims of WCOTP activities during 1985 and 1986 will be:

   a) to promote the continuing reform, improvement and democratisation of school systems, with the dual purpose of ensuring that those who need the services of the school have access to them and that content, methodology and the assessment of the progress of pupils and students correspond to their needs and aspirations, and to the realities of the economic, social and cultural environment in which they will live.

   b) to assert and protect the rights of teachers both as teachers and as workers: that is to say, the right to exercise professional judgement without harassment or intimidation; the right to have available to them, and to engage in such forms of initial and continuing education and training as will ensure that they possess the skills and knowledge that they need; the right to participate in defining their professional goals and determining the standards which regulate the situation in which they work; the right to negotiate levels of salary and other benefits and to establish collective agreements covering all the conditions of work and of employment, and the unrestricted right to create free and democratically self-governing organisations to pursue these objectives.

4. In support of these commitments, WCOTP will concentrate its efforts on:

   a) Development of policy and consensus: the promotion of general agreement among member organisations on objectives and priorities, through the exchange of information and opinions;

   b) Representations to major international organisations and, at the request of members, to governments, with a view to (i) influencing the educational policies and practices of national governments and (ii) defending and promoting the individual and collective rights of teachers, as defined by various conventions, covenants and recommendations of the United Nations, Unesco, the ILO and various regional bodies, by resolutions of WCOTP, and by the Recommendation Concerning the Status of Teachers;

   c) Assistance in the creation and development of teacher organisations, and the training of their leaders, for maximum effectiveness in securing the rights and promoting the material and moral well-being of their members.

   These activities are explained in greater detail in the following paragraphs.

Development of Policy and Consensus

5. The Assembly of Delegates itself is a major instrument in creating and recording consensus on objectives and standards in the two major fields of the quality of education and the rights of teachers. Resolutions on the theme, the conclusions reached in special sessions, the statements of policy adopted by the Assembly, and the collected non-theme resolutions, provide WCOTP with a body of doctrine and opinion which is, and will continue to be, a major source of guidance for the representatives of the Confederation and for those who must respond to requests for statements of views. They also constitute a valuable source of information for members.

6. Having regard to the variety of conditions in the various countries within the membership of WCOTP, much weight is given to the conclusions of regional conferences and seminars. Plans for such meetings are described later, when specific proposals for action in the various regions are put forward.

7. In this activity, the Executive Committee has a special responsibility. It will continue to review the conclusions and recommendations of various meetings, to study particular topics in detail through the creation of its own sub-committees as the need arises, to draft statements of policy and to ensure that current policies are respected and properly reflected in the operations of WCOTP.

8. These activities will continue to be supported by the dissemination of information through publication of the quarterly review Echo, of reports of WCOTP conferences and research studies, and of a newsletter informing member organisations of current activities. The feasibility and costs of producing audio-visual information materials will be explored.

Representations to Major International Organisations

9. WCOTP will continue to pay special attention to the work of the International Labour Organisation and Unesco, and of other UN agencies such as The United Nations Children's Fund (Unicef), the Disarmament Centre, and the Commission for Human Rights.

10. In its work with Unesco, WCOTP will emphasise the need to preserve the universality of that organisation, and to make every effort to accommodate the legitimate concerns of its various member states without compromising its major goals and original purpose.

11. Regular communication will be maintained with the Director General and the Secretariat of Unesco, and also with other members of the NGO Conference and Standing Committee, of which WCOTP holds the Presidency. WCOTP will use its influence in the latter body to promote constructive dialogue concerning the future of Unesco.

12. Especial emphasis will be given to the implementation of Unesco Major Programme II, Education for All. WCOTP will closely observe the planning of activities in this important sector, will campaign to have the necessary resources made available, will offer advice on the basis of its knowledge of conditions and of teacher organisation priorities in the various regions, will seek active participation when appropriate, and will keep its members fully informed.

13. WCOTP will maintain close contact with those departments of the Unesco Secretariat which are responsible for reviewing the content of the 1966 Recommendation Concerning the Status of Teachers and for making proposals to update that document and/or to formulate a Convention. WCOTP will continue to press the view that the existing Recommendation should not be opened to amendment, but that a supplementary section should be drafted to take account of the changes that have occurred in education and in the teacher's role since 1966. In the meantime, WCOTP will continue to work for the implementation of the Recommendation.

14. While fully supporting the efforts of Unesco to promote education and its work for peace, disarmament, human rights and the elimination of all forms of discrimination, WCOTP will press for the significant improvement of procedures for consideration of violations of rights in Unesco's area of competence.

15. Representatives of the Confederation will take part in the 1985 Unesco General Conference, the Fourth World Conference on Adult Education (1985), the 1986 Session of the International Conference on Education (IBE), and Unesco regional meetings.

16. While accepting contracts and participating in working groups as considered appropriate by the Executive Committee, WCOTP will also encourage co-operation among the four teacher internationals, including the undertaking of joint projects.

17. WCOTP will continue to advocate the participation of teacher organisations in national commissions for Unesco, and their involvement in the formulation of educational policies, educational planning and curriculum development.

18. WCOTP will continue to be a close observer of, and to cooperate actively with, the work of the International Labour Organisation. Regular communication will be continued with the Secretariat, and WCOTP observers will attend meetings and conferences.

19. In particular, WCOTP will interest itself closely in the work being done on the development of a possible Convention on teaching, and on the up-dating of those parts of the Recommendation Concerning the Status of Teachers which are the particular responsibility of the ILO. As in the case of Unesco, WCOTP will argue against opening the Recommendation to amendment, and in favour of a supplementary document, and will press for a guarantee of the involvement of teacher organisations in the process of developing such a document. Pending the creation of new instruments, WCOTP will press for effective implementation of the Recommendation and improvement of the mechanisms for supervision and report.

20. WCOTP will continue to be at the disposal of its members for the preparation and submission of complaints to the ILO Committee on Freedom of Association, as well as to other international agencies concerned with trade union rights and with other aspects of human rights.

21. Contact will also be maintained with the departments of the ILO Secretariat which deal with education and training with a view to maintaining and increasing the cooperation of past years in training programmes and seminars.

22. The possibility of a second seminar at the ILO headquarters will be examined.

23. Continuing its commitment to peace, and to education for disarmament, WCOTP will participate as appropriate in United Nations activities dealing with these topics, and will cooperate with the United Nations Centre for Disarmament in the distribution of information.

24. WCOTP will participate in the 1985 UN Conference to Review the Decade for Women, and in the NGO Conference associated with it. Preparatory work on the drafting of a WCOTP report will begin immediately following the 1984 Assembly. The draft will be sent to member organisations for comment before approval of a final version by the Executive Committee.

25. Support for Unicef activities, and especially for its child survival programme, will continue to be given through the information services of WCOTP. Possibilities for greater cooperation at the field level in developing countries will be explored.

26. WCOTP will endeavour to inform its national members on the activities and programmes of funding agencies such as the United Nations Development Programme (UNDP) and the World Bank, and will advocate more consultation with national teacher unions by UNDP and World Bank field representatives. Noting the World Bank's major contribution to the financing of education in developing countries, WCOTP will remain vigilant regarding any appearance of acquiescence by the Bank in International Monetary Fund-sponsored pressures to reduce education spending or teachers' salaries, or to increase class sizes.

27. Regular contact will be maintained with major regional organisations, notably the Organisation for Economic Cooperation and Development (OECD). Members in OECD countries will be kept informed of OECD policy developments affecting education. During 1984-85, an information meeting of members in OECD countries will be organised. Communication will be maintained with the Trade Union Advisory Committee (TUAC), and the activities of the TUAC Working Group on Education will be supported through the national trade union centres to which WCOTP members are affiliated.

Representations to Governments

28. When requested by member organisations, WCOTP will communicate with governments, in writing or by personal visit, to support the position of the organisations on educational matters or in defence of human or trade union rights, and will, when considered appropriate, invite other members to demonstrate solidarity.

Assistance in the Development of Organisations

29. In this important department of its work, WCOTP is heavily dependent on the help of a number of member organisations which grant to or obtain for WCOTP very significant amounts of money, as well as providing human resources - planners and resource persons - and essential training materials. Much of the programme outlined below, and in the section on regional activities, will depend on the continuance of this generous support.

30. In late 1984 or early 1985, WCOTP will organize a meeting to allow representatives of those organisations which are providing support, or engaging in bilateral development assistance programmes, to inform one another about their activities, and to review the role of WCOTP in the planning, administration and execution of projects.

31. Subject to the level of assistance provided, and in accordance with the varying needs and priorities of the different regions, WCOTP will conduct, or will help its members to conduct, training

programmes, workshops and seminars, and will help its members to set up development plans to which these activities will contribute. These programmes will, during 1985-86, concentrate on training in the skills of leadership and the organisation and management of teacher organisations, both at the national level and at the level of the school or district representative, and especially on the encouragement of junior leaders.

32. Special attention will continue to be given to seminars and workshops which promote the participation of women in the activities of their organisations.

33. Programmes for the training of organisers and managers of cooperatives and credit unions will be continued and expanded. Steps will be taken to establish contact with a wider range of teacher cooperatives and credit unions, associated with WCOTP member organisations and interested in providing assistance to similar organisations in developing countries. A meeting of such potential contributing organisations will be held in late 1985 or early 1986 in order to discuss ways of responding to needs in this specific field of teacher organisation activity.

34. WCOTP will also assist member organisations in developing and operating bilateral relations and training programmes. Especial encouragement will be given to organisations in developing countries to exchange information and advice.

35. Special attention will be given to restructuring and reorganising the WCOTP role in coordinating activities and providing information for the guidance of those planning training programmes, in close cooperation and consultation with the member organisations chiefly concerned. Regular reports will be provided to the governing bodies of WCOTP, and to donor organisations, on projects in progress or completed, including financial and statistical data and other information indicating the impact of the assistance provided.

General Observations

36. In a rapidly changing environment, considerable flexibility is required in pursuing the general goals set out above. The Confederation must be able to modify the specifics of its programmes to meet changing needs, and to respond to crisis situations. Programmes will therefore be subject to continuous review and modification by the Executive Committee.

37. Every possible effort will be made, using the services of Executive Committee members, members of the Secretariat and other consultants, to assist and encourage organisations which are at an early stage of development, or which wish to enter or re-enter the world community of teachers represented by the Confederation.

38. WCOTP will continue to seek opportunities to cooperate, on specific issues, with other international teachers' organisations, to the extent that such cooperation seems likely to advance the aims and

policies of WCOTP and to protect and promote the interests and the individual and collective rights of teachers. The Confederation reaffirms, and will seek to promote, its long-term goal of the unity of the teaching profession, and in particular will propose a resumption of joint consultation among the International Federation of Free Teachers' Unions (IFFTU), the World Federation of Teachers' Unions (FISE), and the World Confederation of Teachers (WCT).

39. WCOTP will also seek to maintain and develop cooperative relationships with regional groupings of teacher organisations, including the All Africa Teachers' Organisation (AATO) and the Caribbean Union of Teachers (CUT), with which formal agreements exist.

40. The Confederation will also seek to improve communication and promote the exchange of information with major international organisations representing educators at the tertiary level, in adult education, and in specialised fields.

41. The retirement of veteran staff members who have carried major responsibilities in the conduct of WCOTP programmes, compels, and provides opportunity for, an adjustment of staff structures in line with the evolution of the Confederation and the changes that have occurred in the context in which it works. To support the continuing pursuit of major goals, and to ensure the concentration of resources on the principal objectives of WCOTP, the pattern of staff organisation will reflect commitment to:

- the improvement of the quality of education
- the defence and extension of human and collective rights
- assistance in the development of organisations
- organisation and dissemination of information

Regional Programmes

Africa

42. Emphasis will be placed on the development of regular communication with member organisations in Africa, to ensure that members are familiar with, and participate in, the activities of WCOTP on behalf of its members. Above all, consultation will seek to ensure that plans relating to the region take full account of the great diversity that exists in the social and cultural environment, along with the desire of our members to find and develop the common elements in the traditions and aspirations of the peoples of the African continent. Increasing reliance will be placed on advice from African sources, and on the leadership potential of organisations in African countries.

43. Teacher organisations will be encouraged and assisted to plan and conduct programs of professional development, training and member education in accordance with their own priorities, with particular emphasis on organisational and management skills involved in the running of teacher organisations and in organising and operating cooperatives of various kinds.

44. Organisations will also be encouraged to press their ministries of education to initiate experimental and innovative programs, in consultation with teacher organisations, and to provide opportunities for in-service education to keep pace with educational reforms.

45. Special assistance will continue to be provided, depending on the availability of funds, for programmes designed to raise the level of participation of women in the work of the teacher organisations.

46. Organisations in French-speaking countries will be encouraged to build on the training given to potential trainers at a workshop in Morges in 1983, by preparing and implementing their own leadership training programmes.

47. WCOTP will endeavour to assist the above-mentioned activities by participating, on request, in the drawing-up of plans, by providing advisers and resource persons, and, within the limits of its financial resources, by contributing to costs of seminars and workshops.

48. Special attention will be given during 1985-86 to the evaluation of past activities in terms of their concrete contribution to improving education or to increasing the effectiveness and level of activity of the organisations concerned. Member organisations will be encouraged to examine and debate the objectives of aid programmes and to make their conclusions known. The possibility of new and more flexible forms of aid will be studied.

49. The conclusions of the Pan-African Conference of April 1984 (Yaoundé) will be analysed, and plans for follow-up from that conference, and from the 1984 Assembly, will be drawn up for consideration by the Executive Committee and by African member organisations. In particular, national workshops will be proposed to pursue the study of such topics as the use of national languages, the development of a methodology based on traditional African games, the school and productive work, and teacher education relating to all of these.

50. In 1985, it is proposed that the series of Southern African Regional Conferences be continued with a conference to study means of implementing reforms in pre-vocational and vocational education, in accordance with the principles outlined in resolutions from Yaoundé and Lomé.

51. Communication will be established with teacher organisations which are not yet affiliated with WCOTP, and contacts between them and our member organisations will be encouraged, in cooperation with AATO.

52. Consideration of long-term objectives will include exploration of the possibility of creating permanent facilities in Africa for training and for the production of publications.

Asia and the South Pacific

53. In the region as a whole, the difficulty of communication among organisations, resulting from the vast extent of the region, the consequent geographical isolation of many of our members, and the enormous diversity of languages and cultures, presents a constant and intractable problem. In many countries the problem of communication, and of building a sense of solidarity, is compounded by the existence of a multiplicity of organisations, some of which have a tradition of rivalry.

54. Priorities therefore must include the promotion of a sense of professional and organisational unity, based on general acceptance of the principles underlying the Recommendation Concerning the Status of Teachers and the various relevant Conventions and Recommendations of international bodies.

55. Programme activities will continue to feature leadership training courses to raise awareness of these principles and of the need for effective teacher organisations, laying the groundwork for expanding programmes of member education at the national level.

56. The major programme event for the region will be the Tenth Asian and South Pacific Regional Conference, to be held in Korea in August 1985. As has customarily been the case, the programme of the Conference will include the study of some aspect of the professional role and responsibilities of teachers and their organisations, and the examination of one subject related to the protection of the rights of teachers. A decision on the themes will be taken at the 1984 Assembly. A review of the progress made in promoting the role of women in teachers' organisations in the region will be included. The Korean Federation of Education Associations, which will host the Conference, has undertaken to meet all local expenses including the stay costs of those delegates who receive travel assistance from WCOTP. WCOTP will endeavour to obtain extra-budgetary funding to ensure maximum participation.

57. At least two workshops will be held on the Role of Women in Teacher Organisations. One, for member organisations in Thailand, will be held in Bangkok. The second will be organised in the Indian state of Bengal.

58. It is hoped that one further Junior Leaders' Training Programme will be held for the AIPTF (India), to complete the series which was begun in 1983-84. Other programmes at the national level are planned for Papua New Guinea and for Indonesia. In the case of the latter country, a series of workshops in six different regions of the nation will continue the leadership training activity which was begun in August 1983. Planned as a three-year programme, it may have to be extended beyond the 1985-86 period if all the major regions of this vast archipelago are to be covered.

59. During the period under review, it will be necessary to undertake a careful evaluation of WCOTP work in the vast region of the South Pacific, and of the feasibility and value of regional conferences in that area.

Europe

60. In the European region, the programme of WCOTP will continue to be centred on priorities as determined by the member organisations at the annual European Conference. The Conference takes place in October of each year, and elects the members of a European Committee. The Committee, in turn, meets in spring to prepare recommendations for consideration by the Conference.

61. In each year, a topic selected by the European Conference will be examined in detail at a seminar, the conclusions of which will be put forward as a draft resolution to the next Conference. A second priority topic will be selected to be the topic of a questionnaire, and a subsequent report by a working group.

62. WCOTP will continue to monitor, with particular care, the effects of cuts in education budgets on the quality of education and on the work situation of the teacher. It will also continue to study the restrictions on trade union rights which are being introduced or threatened in several countries on the pretext of economic difficulties, and will promote the exchange of information on strategies to counter these measures.

63. Other topics to which attention will be given include the implications for teachers of changes in the organisation or total duration of working time (e.g. job-sharing or part-time employment), the adequacy and methods of organisation of provisions for early childhood education, means of improving the effectiveness of teacher union action, and the educational implications of new technologies.

64. Many of the adverse tendencies in government policies are also to be seen in non-European countries which are members of the OECD. WCOTP will seek to increase the flow of relevant information between its members in Europe and their colleagues in other OECD countries.

65. Close contact will be maintained with the School Education Division of the Council of Europe, and advantage will be taken of opportunities for cooperation on matters of common interest.

66. WCOTP will continue to encourage its members to play an active part in the work of the European Trade Union Committee for Education, and will make every effort to ensure the effectiveness of ETUCE as a forum for the discussion of current issues and as a channel for the communication of the views of teacher unions to the European Trade Union Confederation and to the European Communities. It will seek to keep all its members in Europe informed of the activities of ETUCE.

Latin America

67. WCOTP activities in Latin America are based on the principle that teacher organisations should and must be an instrument for change for the better, in a climate of respect for individual and collective liberty, social justice and freedom of association. Education must contribute to personal freedom as well as the autonomy of nations, and contribute to the development of responsible, autonomous adults.

68. WCOTP also recognises the special situation of teachers in many countries of Latin America. On the one hand, their level of education gives them a distinctive status. On the other hand, their extremely low salaries, and the spectacle of wretched poverty which confronts them daily in their classrooms lead them to identify with the exploited masses, whose standard of living they share and with whose discontent and demands for improvement they are in full sympathy.

69. In 1985-86, WCOTP will continue its efforts to give support to organisations which seek it, and to assist in the reconstruction of organisations in countries which have emerged, or are emerging, from the control of dictatorial regimes. To this end, and within the framework of its programme of bilateral and multilateral aid, WCOTP will participate in leadership training and member education activities.

70. Particular attention will be given to the representation of the interests of Latin American teachers to international institutions, especially in transmitting complaints in cases of violation of human rights or of professional or collective rights.

71. Regional seminars are planned on the topics of education in rural districts (1985) and adult education (1986). Programs at the national level will be directed towards consolidating the progress made in the development of organisations in Argentina, Brazil, Peru, El Salvador, Honduras and Nicaragua, rebuilding in Chile and Uruguay, and the provision of humanitarian and emergency aid in El Salvador, Honduras and Uruguay, and will include the organisation of training programmes and workshops.

72. Contacts will be developed with organisations in a number of countries which do not yet have international affiliations, with a view to encouraging the maximum of solidarity, intercommunication and mutual support within the region.

73. Contact will be maintained with regional organisations of teachers, including the Confederación de Educadores Americanos (CEA) and the Federación de Organizaciones Magisteriales de Centroamérica (FOMCA), and also with institutions of the OAS concerned with education. In its work in this region, WCOTP will base itself on existing member organisations, and on increasingly close involvement of members of the Executive committee from the region.

74. It is hoped that opportunities will be found in the course of these activities to promote contacts between the teachers of Latin America and those of other continents, notably Africa.

North America and Caribbean

75. WCOTP will continue close cooperation with national member organisations, with a view to informing members at the local level on international issues and encouraging their involvement in the action programs of the organised teaching profession. Emphasis will especially be placed on:

- the impact on teachers and their work of international trends in economic and other policies affecting education (including the activities of the OECD and the IMF, etc);
- participation in development, including the encouragement of direct involvement by teachers in programs of international cooperation and solidarity;
- peace, disarmanent and human rights.

76. Continued assistance will be given to members in facilitating contact between teacher organisations throughout the Americas, and when appropriate, in helping to organise concerted action on issues such as those indicated above.

77. Assistance will be given to teacher organisation development in the Caribbean, aimed at helping national member organisations to become fully self-sufficient.

78. WCOTP will work closely with and support the Caribbean Union of Teachers, and, if funding can be obtained, will organise, together with CUT, a regional workshop on teacher organisation development (1985).

79. WCOTP will participate in the biennial "Transborder Conference" in North America (NEA/CTF/WCOTP) in 1985, and in its preparation.

Legislative Operations

80. The Executive Committee will continue its pattern of meeting immediately before, during and immediately after Assemblies, and will establish dates for meetings in 1985 and in the early part of 1986.

81. The 1986 Assembly will be held in Regina, Canada. The theme will be "Conditions of Work for Effective Teaching".

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WCOTP/CMOPE

149 NATIONAL MEMBER ORGANIZATIONS

IN

95 COUNTRIES

The Confederation promotes a continuing exchange of professional knowledge and organizational experience among its members. In this way, it advances the cause of education and the status of teachers.

Accepted as the independent voice of the teaching profession at the world level, WCOTP seeks to play a major role in promoting closer links among all international teachers' organizations. In the same spirit WCOTP works for a strong unified teachers' organization in each nation or territory.

WCOTP serves as the expression at the world level of the spirit of solidarity of the teaching profession, providing material and moral support to teachers and their organizations facing crises, whether their cause be syndical, political or natural.

The Confederation fosters international understanding among educators and, through their work, among the wider public and thereby contributes to the promotion of a global community and world peace.